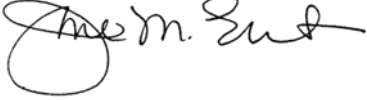





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Initial Applications Authorized by the Board of Regents

DATE: November 2, 2017

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Board of Regents approve and issue an initial charter and provisional charter for the following proposed charter schools:

1. Granville Academy Charter School (proposed location in Mount Vernon CSD)
2. KIPP Freedom Charter School (proposed location in Bronx: CSD 7, 10, or 11)
3. Lois and Richard Nicotra Early College Charter School (proposed location in Staten Island: CSD 31)
4. Neighborhood Charter School: Bronx (proposed location in Bronx: CSD 7)
5. Stradford Preparatory Charter School for Boys (proposed location in Bronx: CSD 9)
6. Truxton Academy Charter School (proposed location in Homer CSD)
7. Urban Dove Team Charter School II (proposed location in Bronx: CSD 12)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the full Board for action at the November 13-14, 2017 Regents meeting.

Procedural History

Under the New York Charter Schools Act of 1998, the Board of Regents is authorized to approve applications for initial charters.

Background Information

The Charter Cap

Education law §2852(9) sets forth the number of charters issued. The numerical limit for charter schools is currently 460 charters in New York State. New charters may be issued on the recommendation of the State University of New York (SUNY) or the Board of Regents (BOR); however, no more than 50 charters can be issued in NYC on or after July 1, 2015. A Charter School Fact Sheet outlining the number of charters issued and those currently remaining can be found at:

<http://www.p12.nysed.gov/psc/facts/csfacts.html>.

The Board of Regents Charter Process

A Summary of the 2010-2017 charter school application cycles is included below as **Attachment A**. The 2017 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

2017 Application Cycles			
Submission Rounds	Letter of Intent	Full Application	Regents Action*
Round 1	February 15	March 17	June 12-13
Round 2	July 7	August 18	November 13-14**

*This timeline is subject to change at the discretion of NYSED and/or the Board of Regents.

**The current items are being presented at the November 13-14, 2017 Regents meeting.

Phase I – Letter of Intent:

Each applicant group must submit a letter of intent that provides a brief description of the school mission and design; the proposed student population (including plans to meet enrollment and retention targets); evidence of community outreach efforts and community support; a proposed school district and/or proposed facility; information about the founding group; and anticipated members of the initial board of trustees.

Phase II – Full Application:

Each applicant group must submit a written application that provides the full design of the proposed school including instructional model and approach; targeted student population; organizational structure; and financial plan. The Full Application is structured to objectively evaluate the proposed school's educational alignment and operational compliance to the requirements and educational priorities of the Charter Schools Act.

Each accepted application is rigorously evaluated through a peer-review process by a three-member expert panel including national consultants, reviewers who are current educators in public schools or universities within New York State and across the nation, and experienced Department staff.

Phase III – Capacity Interviews:

Each applicant group attends an interview to discuss the application and to demonstrate that they have the will, skill, knowledge, and capacity to successfully launch and operate the proposed school.

Phase IV – Request for Modifications:

Each applicant group makes technical modifications to their applications, as necessary, and requested by the Department.

In addition to the above, throughout the chartering process, the Department reviews public comments provided through formal public hearings (required to be conducted by the school district of location for the proposed school) and through direct communication with the Department's Charter School Office. Recommendations to award new charters are made to the Board of Regents by the Commissioner. These recommendations are given to groups with a strong educational plan and a presentation that demonstrate their readiness to launch and operate a highly effective public school. Based on a synthesis of information gathered throughout all stages of the process, the Department presents its recommendations to the Board.

The Commissioner and Department staff recommend that the Board of Regents issue an initial charter and provisional charter for the above listed new charter schools, which will add 2,989 high quality seats for families in New York when the proposed schools are fully expanded. The Charter School Application Summary, Findings, and Recommendation for the proposed new schools are included below as Attachments B, C, D, E, F, G, and H. The applications for these schools are available electronically at [Starting A Charter School](#) on the Department's website.

The 2017 Board of Regents Application Process: Round 2

In Round 2 of the 2017 application and review process:

- 28 applicant groups submitted Letters of Intent by July 7, 2017 to the NYSED Charter School Office;
- 21 applicant groups were invited to submit full applications by August 18, 2017;
- 10 applicant groups were invited to Capacity Interviews, which were held in Albany and New York City; and
- 7 applicant groups are being recommended to the Board of Regents for approval at the November 2017 meeting.

Related Regents Items:

[2017 Round 1 Regents Items](#)

Recommendation

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Granville Academy Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to **KIPP Freedom Charter School**, and amends the provisional charter of the education corporation **KIPP NYC Public Charter Schools** to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to **Lois and Richard Nicotra Early College Charter School**, and amends the provisional charter of the education corporation **Integration Charter Schools** to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to

Neighborhood Charter School: Bronx, and amends the provisional charter of the education corporation **Neighborhood Charter School of Harlem** under the amended corporate name **Neighborhood Charter Schools**, to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Stradford Preparatory Charter School for Boys**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Truxton Academy Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school 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 Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to **Urban Dove Team Charter School II**, and amends the provisional charter of the education corporation **Urban Dove Team Charter School** under the amended corporate name **Urban Dove Team Charter Schools**, to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

Timetable for Implementation

The Regents action is effective immediately.

SUMMARY OF 2010-2017 CHARTER SCHOOL APPLICATION CYCLES

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters Issued By BOR (# in NYC) ¹
2010	39	35 prospectuses were submitted; 16 applicants were invited to submit full applications; 15 full applications were submitted	Regents: 7(5)
2011	100	80 prospectuses were submitted; 37 applicants were invited to submit full applications; 36 full applications were submitted	Regents: 9(7)
2012 Round 1	30	20 applicants were invited to submit full applications; 14 full applications were submitted	Regents: 3(3)
2012 Round 2	54	37 applicants were invited to submit full applications; 25 full applications were submitted	Regents: 10(8)
2012 Round 3	24	24 applicants were invited to submit full applications; 12 full applications were submitted	Regents: 0(0)
2013	99	60 applicants were invited to submit full applications; 55 full applications were submitted	Regents: 8(6)
2014 Round 1	31	15 applicants were invited to submit full applications in either Round 1 or Round 2; 11 full applications were submitted for review	Regents: 2(1)

¹ The 2015 legislative amendments to the Charter Schools Act takes the cap remaining under the 2007 and 2010 legislation (159) and provides for the reissuance of 22 charters, for a total of 181 charters to be used by either the Regents or SUNY. Chapter 20 of the Laws of 2015 imposed a limit of 50 new charters in New York City with the addition of the 22 additional charters.

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters issued by BOR (# in NYC)
2014 Round 2	51	18 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 3(3)
2015 Round 1	38	15 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived 15 full applications were submitted for review	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 3(2)
2016 Round 2 Continued (December)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 1(0)
2017 Round 1 (June)	17	13 applicants were invited to submit full applications 9 full applications were submitted for review	Regents: 3(3)
2017 Round 2 (November)	28	21 applicants were invited to submit full applications 18 full applications were submitted for review	7 applications pending Regents approval (5 in NYC)



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

GRANVILLE ACADEMY CHARTER SCHOOL

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Granville Academy Charter School
Lead Applicant(s)	Monique Carswell
District of Location	Mount Vernon, NY
Opening Date	August 2018
Projected Charter Term	August 2018 through June 20, 2023
Management Company	N/A
Partners	N/A
Facility	Private Facilities
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19 to 2022-23): 6 / 100 Year 2 (SY 2018-19): 6-7 / 200 Year 3 (SY 2019-20): 6-8 / 300 Year 4 (SY 2020-21): 6-8 / 300 Year 5 (SY 2021-22): 6-8 / 300
Planned Grade Span (beyond Initial Charter Term)	N/A
Mission Statement	<i>Granville Academy Charter School prepares scholars in grades 6 through 8 to succeed in high school and college in order to lead a life of achievement and contribution.</i>

The Granville Academy Charter School (GACS) is a proposed middle school in Mount Vernon, New York. The school model is built on the best practices of high-performing charter schools, including Uncommon Schools, Democracy Prep Public Schools, Endeavor College Prep, Boston Collegiate and Excel Academies of Boston, which have proven that students can achieve regardless of circumstance or background, and students can grow exponentially with the correct supports in place.

The focus of this charter school is to enable students to attain academic achievement through preparation to enter and succeed in rigorous courses in high school and are on a trajectory for college acceptance and graduation. Preparing students for academic

achievement must operate in tandem with supporting students' social-emotional growth during the middle school years. The charter school will implement a rigorous curriculum aligned to the New York State Learning Standards and students' needs. The curriculum and needs of students will be assessed, recognized and acted upon responsively on an ongoing basis. Instructional models and groupings will vary regularly to ensure students are developing as learners, teammates and contributors to the community. Families and staff will work together in planning, service delivery and evaluation with the ultimate goal of continuous improvement and academic achievement for all students.

Key Design Elements

The key design elements for Granville Academy Charter School are:

- **Rigorous college-prep academics:** The school will be an academically rigorous, college preparatory middle school with a curriculum based on an accelerated introduction to the New York State Learning Standards that will utilize a combination of direct instruction, inquiry, 21st Century skills, and individualized intervention.
- **More time to learn:** The school will adopt a longer day and year calendar for instruction. The school year will include approximately 188 days of instruction, and students in need of additional individual support or required remediation will be invited to attend an after-dismissal tutoring block and Saturday enrichment programs.
- **Data-driven decision-making:** The school will use frequent data collection and analysis, including interim assessments, to drive effective instruction at the student, class, teacher, grade, and school levels. GACS assessments will include multiple measures and internally-developed trimester exams. Data will be shared with families and students weekly.
- **Structured, supportive and engaging school culture:** The school will build a strong school culture through clear, structured systems for students and high expectations for rigor and joy, as per the school's motto "The hope to believe. The grit to achieve."
- **Exemplary talent:** GACS is thinking strategically about how to recruit, train, support and grow, evaluate, compensate, and promote its staff. GACS teachers will be paid a competitive base salary with benefits. All staff members will undergo extensive performance review, be observed weekly, and receive weekly professional development during the school year and three weeks of intensive PD in the summer.
- **Contribution to the Community:** GACS will offer opportunities for students to interact with the world beyond the classroom. To build character, research suggests schools provide opportunities for students to practice their positive character traits through community service. Through a weekly Contribution Class,

students will be introduced to various needs of the community and will complete different service projects.

Education Plan

Two guiding philosophies will drive the mission and work of the school—a sense of urgency and no excuses for not reaching academic excellence for students. As a result, the school’s teacher-developed curriculum is designed to rapidly increase grade-level proficiency with an emphasis on math and literacy. The curriculum will allow teachers to adapt instruction and lesson structure using a variety and diversity of instructional methods to achieve sustained and substantial growth based on the data collected regularly from student assessments.

The school’s teachers will explicitly teach reading strategies that students can apply independently and will use partner work as a key strategy during guided practice. These practices are reflected in the GACS academic program with 2.5 hours of each day dedicated to literacy instruction and monthly reading incentives that contribute to a culture of reading. The school will have one ELA course combining both reading and writing so that students are writing about the literature they are reading on a regular basis. Having one ELA class, designed as a literature-based curriculum, will allow students to build up their knowledge through non-fiction text analysis, apply that knowledge to a novel study, and synthesize that knowledge into written analysis. A literature-based curriculum is also intended to have positive effects on GACS’s ELL population.

GACS will use a systematic approach to math fluency and computational skills coupled with a teacher-created curriculum to develop higher-level problem-solving skills. GACS teachers will integrate basic math skills and problem solving, emphasize teaching for meaning, and ensure that students work together to build their understandings of math concepts. The curriculum is designed to help students recognize that they need basic factual knowledge and “automaticity” with procedural computation coupled with a deep conceptual understanding of mathematics in order to solve complex mathematical application problems. The first twenty minutes of class and all homework assignments will include spiral review, an instructional strategy adopted from other high performing charter schools. There will also be a daily section for fluency review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Traditional math class will end with an exit ticket that will be used to create the “Do Now” for the following day. The last thirty minutes of class will be an intervention block where students will work independently with technology or receive targeted intervention with the general education or special education teacher.

“To lead a life of achievement and contribution” is a thread throughout the instructional and cultural program. A specific year-long contribution course will occur once per week for about an hour. For sixth grade, contribution will focus on needs of the immediate Mount Vernon community. For seventh grade, the course will focus on needs of the nation. For eighth grade, the course will focus on global needs. The course will follow a four-week unit structure. During Week 1, students are introduced to a challenge in the community

and during Weeks 2 and 3 students work in collaborative groups to create a realistic action plan for addressing the need. During Week 4, students present their action plan to the rest of the class, which includes their commitment to contribution for this particular need.

School culture

The GACS approach to school culture will be accomplished through deliberate design of a rigorous and engaging instructional program and specific structures in place to develop and uphold a strong school culture. Although there will be clear, strict consequences for poor behavior at GACS, positive recognition of good behavior is most essential to fundamentally improving student behavior. Preparing students for academic achievement runs parallel to promoting social-emotional growth, and our school culture ensures that both happen consistently for students. One of our objectives is that all students' academic and social needs are met through balancing joy and rigor, discipline and enthusiasm, and collaboration and independence. The foundation of character development is the school motto, "The hope to believe. The grit to achieve." By intentionally developing optimism, or hope, student will have greater chances for success. Grit will be developed through an emerging set of evidence-based techniques to give students powerful tools for success.

Values of leadership, integrity, focus and enthusiasm, will be explicitly taught to students and families in orientation meetings and used on a daily basis as reference points in all coaching conversations with students. Students will receive frequent, positive feedback on their demonstration of the values.

Special Populations and Related Services

GACS intends to enroll special population students at a rate equivalent to the district and provide a continuum of services available through the charter school. GACS anticipates and expects the vast majority of its incoming students to be struggling in one or more academic areas or with one or more academic skills. The curriculum selection process resulted in curricula to support the various needs of students through technology, small group instruction, and frequent assessment.

GACS is adopting a Response to Intervention (RTI) system to ensure all students are prepared for success in high school and college by the time they graduate from GACS. GACS's RTI program will be used to monitor and support students' progress for all students with an emphasis on those that are at risk of academic failure. To help students realize their full potential, GACS will utilize a variety of research-based strategies, programs, and resources aligned with the school's Response to Intervention (RTI) system.

Special Education:

GACS will hire experienced and certified special education staff to meet the needs of all students with disabilities. The charter school will use an integrated co-teaching (ICT) model to allow all students to access the general education curriculum while receiving the services and supports they need. Teachers will be trained in effective co-teaching

strategies and provided with ongoing feedback and support to implement the IEPs, improve practice, and ensure that students with disabilities make progress. GACS will formally evaluate the effectiveness of its special education programming every spring.

English Language Learners: GACS will use Sheltered Instruction Observation Protocol (SIOP) as this model provides a strong foundation of teaching strategies that support ELLs as well as all students. GACS will initially hire a part-time New York State Certified ESL Teacher in Year 1 and a full-time ESL teacher in subsequent years. GACS will formally evaluate the effectiveness of its ELL programming every spring.

Gifted and Advanced Students: GACS believes that all students should have the opportunity to be challenged academically, regardless of academic abilities. GACS also believes that students often excel in one area, despite a deficiency in another. Because of this, the school will not have a separate gifted and advanced program, but will offer advanced options for students that excel in their core classes. GACS will use student performance as a qualifier for the advanced curriculum options that will be offered, putting some students on the path to taking one or more AP courses in high school.

Recruitment and Retention

GACS will actively recruit and retain students that are most at-risk and anticipates and expects most of its incoming students to be struggling in one or more academic areas or with one or more academic skills.

Economically Disadvantaged: GACS seeks to meet or exceed the enrollment of Economically Disadvantaged students by targeting areas of Mt. Vernon with the highest concentrations of poverty. The enrollment strategy is to continue to connect recruitment efforts with families who reside in housing complexes by going door to door, through mailings, or letters. Community-style open house meetings were held in a community center and local churches. The applicant group plans to host at least five more of these at the largest churches in Mount Vernon, Mount Vernon Public Library and Mount Vernon Family YMCA. GACS's small school environment will be an attractive feature and impact the retention of these students. GACS believes the contribution component is key to student engagement as well as student and family investment in school.

Students with Disabilities: GACS will recruit students with disabilities through the use of newspaper advertisements and radio stations to get information about the school's special education program into the community. Information sessions will be held throughout the Mount Vernon community with organizations that serve students with disabilities and their families such as Family Ties, the District's Special Education PTA, Westchester Jewish Community Services, and Student Advocacy. The Integrated Co-Teaching Model and staffing structure, structured services, and a supportive curriculum will support students with special needs, accelerate their learning and ultimately contribute to their retention at the school.

English Language Learners: One of the focal points for the Latino community in Mt. Vernon centers on several churches, all of which hold native language services. The

founding team will contact each of these churches and plans to hold community-style open houses with the support of Spanish and Portuguese translators. All promotional materials will be translated into Spanish and Portuguese, and the website will be accessible in Spanish. A chief aim of the proposed charter school is to work with identified ELL students in an inclusive program that provides them with the challenge and extra supports needed to rapidly achieve English language proficiency. GACS seeks to recruit and hire staff who are native Spanish or Portuguese speakers. Additionally, GACS believes the contribution component will also be key to engagement, and student and family investment in school.

Community Outreach

The applicant group carried out extensive outreach to the community, directly communicating with parents and citizens at multiple public meetings and in community parks, grocery stores, shopping centers and community fairs in the proposed district. At all events, the applicant group distributed flyers and fact sheets about the proposed charter school. Social media and the school website were used to reach a larger number of residents and to solicit community input via a survey. Ads about the proposed charter school were printed in the local newspaper, *The Mount Vernon Inquirer*. The applicant group received useful insight and input from the community and found that feedback useful to support elements of its school model and/or to make some adjustments.

Facility

The applicant group intends to locate the proposed charter school in private space within the zip code area 10550 in Mount Vernon, an area with the highest density of at-risk students. The applicant group has identified at least two private former school facilities that satisfy the long-term needs of the school and has identified a private facility that is ideal for incubation space if so needed.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the GACS application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school’s proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the Mount Vernon City School District, indicating that the fiscal impact of the Granville Academy Charter School on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23²

Year	Number of Students Enrolled in Charter School Per Year ³	Charter School Basic Tuition Rate ⁴	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁵	Total District General Fund Budget ⁶	Percent of District Budget
2017-18	100	\$17,794	\$1,779,400	\$211,229	\$246,169,123	0.8%
2018-19	200	\$17,794	\$3,558,800	\$406,059	\$246,169,123	1.6%
2019-20	300	\$17,794	\$5,338,200	\$599,891	\$246,169,123	2.4%
2020-21	300	\$17,794	\$5,338,200	\$599,891	\$246,169,123	2.4%
2021-	300	\$17,794	\$5,338,200	\$599,891	\$246,169,123	2.4%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The charter school basic tuition rates are based on a trend analysis using a methodology approved by the Department’s State Aid Office;
- There will be no growth in the district’s budget during the school’s 5-year charter term;
- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;

² To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

³ Source: Granville Academy CS Application

⁴ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁵ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁶ Source: Mount Vernon 2017 Executive Budget

- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

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

Table 3: 2015-16 Demographic Detail for Proposed District of Location: Mount Vernon City School District⁷

	Total District Enrollment: 8,096	
All Students	8,096	
Economically Disadvantaged	5,992	74%
English Language Learners	669	8%
Students with Disabilities	1,482	18%

Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School⁸

Assessments	Mount Vernon CSD Proficiency	NYS Proficiency
<i>ELA Grades 6-8 Aggregate</i>	24%	40%
<i>Math Grades 6-8 Aggregate</i>	14%	34%

Public Hearing and Public Comment

As required by the Charter Schools Act, the Mount Vernon CSD conducted a public hearing on October 3, 2017, to solicit comments from the community concerning the proposed Granville Academy Charter School. In response to the hearing notice, twelve community members submitted letters of support and twenty-three community members submitted letters opposing the application submitted to the Hearing Officer. At the public hearing, thirteen members of the community were present, and seven members of which spoke in favor of the proposed application. Five members of the community spoke in opposition to the proposed application.

⁷ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁸ Source: Student Information Repository System (SIRS) 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,¹⁰ for students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.¹¹ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community

⁹ Education Law §2852(2)(a).

¹⁰ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

¹¹ Education Law §2852(2)(b).

- involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
- iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act¹² and will have a significant educational benefit to the students expected to attend the charter school.¹³ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Granville Academy Charter School to open in 2018 in Mount Vernon, New York.

¹² Education Law §2852(2)(c).

¹³ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

KIPP Freedom Charter School

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	KIPP Freedom Charter School
Existing Education Corp	KIPP NYC Public Charter Schools
Lead Applicant(s)	Rafael Mayer
District of Location	New York City CSD 7,10,11 – The Bronx
Opening Date	2018
Projected Charter Term	July 2018-June 2023
Management Company	KIPP NYC Public Charter Schools
Partners	N/A
Facility	Public space preferable; private space option
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): K-1 and 5-6 / 367 Year 2 (SY 2019-20): K-2 and 5-7 / 546 Year 3 (SY 2020-21): K-3 and 5-8 / 717 Year 4 (SY 2021-22): K-9 / 877 Year 5 (SY 2022-23): K-10 / 947
Planned Grade Span (beyond Initial Charter Term)¹⁴	K-12
Mission Statement	As part of the national KIPP network of schools, the mission of all KIPP NYC schools, including the proposed KIPP Freedom Charter School is to <i>help our students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world beyond and build a better tomorrow for themselves and us all.</i>

KIPP Freedom Charter School (KFCS) will closely resemble the school models of other KIPP NYC Public Schools, while creating its own school culture and unique qualities reflective of the needs of the community served. Network schools share common objectives of enabling students to develop the academic and character skills necessary to achieve success on the continuum of elementary school through college. Students develop the skills necessary to be self-sufficient in the competitive world, and build a better life for themselves and others. An underlying component of the model is the

¹⁴ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

commitment to students and families that stretches from K-16, from the elementary schools to the KIPP Through College (KTC) Program.

Key Design Elements

Like all KIPP NYC schools, the key design elements of KIPP Freedom consist of three central components: KIPP's "Five Pillars," High Quality Instruction, and Character Development.

- **KIPP's Five Pillars**

(1) High expectations - In our college prep model, students are taught that high achievement and a college education are an expected reality. KIPP exposes students to this, even in elementary school, by bringing the "spirit" of college into our buildings through college-named classrooms and décor. Middle school students take trips to visit colleges and gain exposure to collegiate environments. Also, middle school students are exposed to college access work being done through KIPP High Schools where they will continue to be developed and prepared for college.

(2) More time on task – KIPP students participate in an extended school day, week and year. Schedules vary by grade level, but students gain more time on task through a longer school day. In addition to the regular school day, the middle school also hosts a daily afterschool program (until 6:00 pm) for participating students that strives to integrate relevant academic components into its curriculum.

(3) Focus on results – KIPP maintains a high-performance culture that is focused on results. Student data is reviewed on a routine basis through grade level/content team meetings and weekly academic progress team meetings, which allows the school to learn what is really working for students. From that, best practices are developed and replicated.

(4) Power to lead – The principals of KIPP generally maintain control over the essential elements of their respective budgets, curriculum, teachers and staff. KIPP principals have been, and continue to be, a critical voice in aligning these areas at the school level.

(5) Choice and commitment – Parents, students, and teachers affirm their choice to be a part of the KIPP team and family by signing the Commitment to Excellence, which articulates the expectations and responsibilities we share as members of our community.

- **High Quality Instruction**

KIPP has invested deeply in high quality instruction, which includes what curriculum is taught and how it is taught to our students. The KIPP curriculum, aligned to the New York State Learning Standards, is becoming more horizontally and vertically aligned, allowing the school to better ensure that students are able to learn and retain concepts. Further, KIPP teachers receive

better training in how to deliver more effective and rigorous instruction. This training starts in the summer and continues throughout the year with a weekly professional development series that includes examining student work, devoting time to deepening content knowledge, and using data to inform instruction.

- **Character Development**

Academics without character development is insufficient for comprehensive success in life. KIPP believes that its work is 51% character development and 49% academics. KIPP uses a character framework that focuses on eight character traits; students' incorporation of these traits is acknowledged through the use of Character Growth Report Cards (elementary school) and weekly Paycheck Reports (middle school).

Education Plan

KIPP Freedom Charter School will follow the educational philosophy and approach of the existing 11 KIPP NYC schools. Every KIPP NYC school is a college preparatory school program that emphasizes its students' time on-task and encourages students and their families to view an intense academic commitment as the key to their futures. All KIPP NYC schools follow the KIPP national organization's approach to school design, which focuses on high expectations, character development, teacher and school leader development, and supporting students on the journey to and through college.

The curriculum implemented at KFCS will be standard, based on the KIPP NYC Model, with a focus on developing students' basic skills along with their higher order critical thinking and literacy skills across all subject areas.

Language arts instruction will include the core reading program (KIPP Wheatley), Guided Reading, and explicit phonics instruction. KIPP Wheatley is a comprehensive, New York State Learning Standard-aligned K-8 Reading program that was developed by the KIPP Foundation in partnership with Great Minds. Great Minds worked with KIPP to create this customized version of their Wheatley Curriculum that is now used at KIPP schools across the country. The curriculum includes both fiction and nonfiction units of study. Although KIPP Wheatley is now standard across KIPP NYC, modifications have been made to adapt the national curriculum to the needs of students in New York City.

The school plans to use a combination of the Eureka Math and Cognitively Guided Instruction (CGI) at the elementary level. Middle school teachers will implement the KIPP NYC Math Curriculum and Eureka Math. This approach to teaching math, and the performance of complex problem solving, utilizes children's natural problem-solving skills. Each day, as part of the math block, students are exposed to direct modeling and story problems. Eureka, the core Math curriculum, was also developed by Great Minds as a common-core-aligned curriculum and is being supported by KIPP nationally. Like KIPP Wheatley, KIPP's implementation of Eureka was developed in consultation with the internal team at KIPP NYC and the KIPP Foundation.

The elementary school's science program takes an interdisciplinary approach, with a

science teacher teaching one to two times per week for lower grades, increasing to four or five days a week by grade 4. Teachers will use FOSS kits to frame their units and write their own lesson plans to fit the needs of their students. In grades 4-6 Activate Learning's IQWST program will be implemented, which builds student understanding around a phenomenon to answer the overarching question of the unit. Teachers are provided with a storyline, which acts as a lesson plan with scripts they can choose to follow or adapt. Grade 7 through 8 teachers largely use KIPP unit plans, which use Lab-Aids kits to provide constructed hand-on lab experiences.

The school has developed a comprehensive system of formative, interim, diagnostic, and summative assessments designed to provide quick, actionable data on student progress in order to drive instruction. The data also informs decisions on staffing, professional development, individual teacher coaching, and curricular changes.

School culture

KFCS's principal will be the driver of the school's culture and will be held accountable for fostering a strong culture of academic achievement, character-building and family engagement. Building on the philosophy of KIPP NYC, the school leader will be responsible for involving families in all aspects of the school. A KIPP Parent Association (KPA) will provide a vehicle for direct engagement of parents.

Building the foundation of this relationship begins immediately once a family enrolls a student in the school. School staff conduct home visits and discuss with all incoming families and students the components of the KIPP NYC Commitment to Excellence, outlining the behaviors vital to individual student success and the school's overall success.

The school will have an open-door policy for parents and encourage them to visit the school and interact with leadership and teachers. The principal will make herself available to meet with parents before and after school, or via other scheduled appointments during the day. The principal and teachers will maintain open channels of communication via email and phone.

The school's approach to behavior management will begin with setting clear behavioral expectations for students and reinforcing the importance of student character in meeting those expectations. The KIPP NYC character traits framework will guide student behavior and growth. These traits include grit, self-control, zest, and gratitude. Staff and families will use a common language to reinforce positive behaviors.

Special Populations and Related Services

The founders of KIPP NYC share one vital common belief that guides all schools: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the realm of students with disabilities.

The school will use a Child Study Team (CST) model to implement the academic Response to Intervention Program (RTI). Timely assessments are administered and evaluated to provide accurate data to inform instruction and create appropriate groupings and interventions.

KFCS expects to provide the following support services:

- Counseling
- Integrated Co-Teaching (ICT)
- SETTS
- Speech and Language Pathology (sometimes with bi-lingual specifications)
- Physical and Occupational Therapy
- Resource Room
- Testing Accommodations
- 15:1 Core-Content Courses (High School)
- Self-contained Courses (High School)

Recruitment and Retention

KIPP NYC has created an enrollment and recruitment plan for KFCS based on their experiences at their other schools in the Bronx. Lessons learned have led to a better understanding of attrition patterns and have informed the creation of a policy to allow for backfilling students, all of which aid in more effective recruitment and retention. The school anticipates that the student population will be reflective of the district demographics.

KFCS plans to actively recruit and publicize its program by employing strategies to specifically target priority groups. Outreach to English language learners (ELLs) will include working with community-based organizations that serve the various communities represented in the Bronx. Recruitment materials have been published in the dominant language, Spanish, which is spoken in the community. Spanish-speaking staff members are also available to help with translating.

Outreach in the community includes word of mouth, enlisting families of current students to reach out, canvassing and targeted outreach to local community-based organizations, hosting open houses, mailers and follow-up phone calls to parents who have shown interest.

Community Outreach

KIPP NYC has developed a positive relationship in the Bronx community. This is evident by the large number of applications received for the limited number of openings in their Bronx schools, as well as the substantial waiting list that includes several thousand students.

The founders, staff and parents have engaged in public outreach with community stakeholder groups. Outreach activities have included public meetings, neighborhood meet-and-greets, street canvassing, presentations to community-based organizations, attendance at community events and engagement with local officials.

Facility

The founders have a track record of success collaborating with the NYCDOE to co-locate schools, as well as working in the private sector to acquire funding in order to lease and construct facilities appropriate for their school model. The founders have begun initial conversations with the NYCDOE to request co-location space.

The team is also working with real estate developers, brokers, and business leaders to identify potential private spaces that meet the needs of the school design and budget.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the KIPP Freedom application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school's proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in The Bronx CSD 7 indicating that the fiscal impact of KIPP Freedom Charter School on the district of location is expected to be nominal, as summarized in Table 2 below.

**Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23¹⁵
The Bronx: CSD 7**

Year	Number of Students Enrolled in Charter School Per Year ¹⁶	Charter School Basic Tuition Rate ¹⁷	Total Charter School Basic Tuition	Estimated District Special Education Payment ¹⁸	Total District General Fund Budget ¹⁹	Percent of District Budget
2018-19	367	\$15,298	\$5,614,472	\$579,896	\$30,800,000,000	0.02%
2019-20	546	\$15,604	\$8,519,924	\$810,555	\$30,800,000,000	0.03%
2020-21	717	\$15,916	\$11,412,016	\$1,089,875	\$30,800,000,000	0.04%
2021-22	877	\$16,235	\$14,237,803	\$1,349,274	\$30,800,000,000	0.05%
2022-23	947	\$16,559	\$15,681,715	\$1,490,517	\$30,800,000,000	0.06%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The charter school basic tuition rates are based on a trend analysis using methodology approved by the Department’s State Aid Office;
- There will be no growth in the district’s budget during school’s 5-year charter term;
- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

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

¹⁵ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

¹⁶ Source: KIPP Freedom CS Application

¹⁷ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

¹⁸ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

¹⁹ Source: New York City Department of Education 2016 Executive Budget

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
The Bronx: CSD 7²⁰**

	Total District Enrollment: 18,749	
All Students	18,749	
Economically Disadvantaged	17,319	92%
English Language Learners	3,222	17%
Students with Disabilities	4,775	25%

**Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on
NYS Assessments Based on Grade Configurations for Proposed School²¹**

Assessments	Bronx: CSD 7 Proficiency	NYS Proficiency
<i>ELA Grades 3-8 Aggregate</i>	22%	40%
<i>Math Grades 3-8 Aggregate</i>	18%	40%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 5, 2017 to solicit comments from the community concerning the proposed KIPP Freedom Charter School. Forty-five members of the community were present, and thirty-five individuals commented at the hearing or wrote letters in support of the proposed application. No comments in opposition were received.

²⁰ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

²¹ Source: Student Information Repository System (SIRS) 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.²² This finding is based on the following, among other things:

- The applicant has included in the application the information required by Education Law §2851(2).
- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,²³ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
- The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.²⁴ This finding is based on the following, among other things:

- i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
- ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
- iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community

²² Education Law §2852(2)(a).

²³ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

²⁴ Education Law §2852(2)(b).

involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.

- iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act²⁵ and will have a significant educational benefit to the students expected to attend the charter school.²⁶ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the KIPP Freedom Charter School to open in 2018 in The Bronx, New York.

²⁵ Education Law §2852(2)(c).

²⁶ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

**LOIS & RICHARD NICOTRA EARLY COLLEGE CHARTER
SCHOOL**

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Lois and Richard Nicotra Early College Charter School
Existing Education Corp	Integration Charter Schools
Lead Applicant(s)	Jonathan Lipschitz and Deborah Miller
District of Location	New York City CSD 31 – Staten Island
Opening Date	August 2018
Projected Charter Term	August 2018 through June 20, 2023
Management Company	N/A
Partners	N/A
Facility	Public space; alternative shared private space
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): 8-9 /144 Year 2 (SY 2019-20): 8-10 / 241 Year 3 (SY 2020-21): 8-11 / 315 Year 4 (SY 2021-22): 8-12 / 373 Year 5 (SY 2022-23): 8-12 / 403
Planned Grade Span (beyond Initial Charter Term)	NA
Mission Statement	<i>The Lois and Richard Nicotra Early College Charter School (NECCS) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, that is both academically accelerated and more economically feasible than a traditional pathway to college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, NECCS will serve as an innovative educational model.</i>

The Lois and Richard Nicotra Early College Charter School's (NECCS) mission is to promote an accelerated pathway to higher education, enabling students to graduate from high school with a Regents Diploma and as many as 60 college credits from St. John's University, thus greatly increasing the likelihood of college graduation. Students will be admitted in 8th and 9th grade and the school will welcome all students, including those living with emotional challenges. NECCS is designed to provide an accelerated pathway to college graduation for students whose special needs, prior academic achievement, or economic disadvantage might prevent them from otherwise enrolling and/or succeeding in college.

The key design elements of NECCS draw upon the successful implementation of design elements similar to the ones used at Integration Charter Schools (ICS). ICS operates two schools on Staten Island: John W. Lavelle Preparatory Charter School (LPCS), serving 653 in grades 3-12, and New Ventures Charter School (NVCS), serving 100 transfer students in grades 10-12.

Key Design Elements

The key design elements for Lois and Richard Nicotra Early College Charter School are:

- Admission by lottery – NECCS intends to utilize a weighted lottery with the goal of serving a student population in which at least 35% of its incoming students have Individualized Education Plans.
- Enrollment – NECCS will provide an opportunity for students to begin high school in 8th grade to ensure they are prepared to enter SJU with a “B” average. Rising 9th grade students may also apply. Students will also have an optional fifth year of high school.
- Multiple Summer Sessions – Entering students will participate in a Summer Writing Intensive Program, enabling them to fulfill the four-year English Language Arts graduation requirement in three years. All rising 4th year students will participate in a Summer Language Immersion Program that will fulfill the Language Other Than English requirement for the Regent’s Diploma. All rising 5th Year students will participate in the Summer Internship or another educational learning opportunity. In addition, more traditional summer school options will be available to students struggling to meet graduation or college readiness requirements.
- College Learning Environment – NECCS students will spend three years in a high school setting preparing for college by taking Regents level courses that satisfy the New York State diploma requirements. Students will have the opportunity to spend the following two years participating in an Early College program in

conjunction with Saint John's University (SJU). Students may earn up to 60 college credits over two years while earning a Regents Diploma.

- A Career-Focused Curriculum – Students have the opportunity to choose between two career pathways: Business and Finance or Law Enforcement and Criminal Justice. Small classes will be maintained, capped at seventeen students.
- Wellness Program – In the first year, students will be oriented into the school using a Wellness curriculum tailored to team building, executive functioning, school culture, and academic strategies for success. In their second year, students will build their social emotional and problem-solving skills using the Dialectical Behavioral Therapy (DBT) STEPS–A curriculum. This curriculum includes support in four sets of skills: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotion Regulation. In the third year, students will focus primarily on developing the skills needed to succeed in college and career (e.g., resume writing, entrance essay workshops, professionalism, interview skills, and executive functioning in the work place,).

Education Plan

At NECCS, all students can learn and achieve at high levels regardless of prior academic achievement, economic disadvantage, or presence of special needs when provided with academic and social emotional supports that enable them to access a rigorous and viable curriculum. Anchored in the New York Next Generation English Language Arts and Mathematics Learning Standards, the students' first three years constitute the College Preparation Phase and will be spent on the high school campus. Students will be required to pass 8 credits in English Language Arts, 8 credits in Social Studies, 6 credits in both science and mathematics, 1 credit of art and music, 7 terms of physical education, 1 term of health, 1 year of foreign language, and 7 elective classes. Tying these courses together is the NECCS Pathway. Rather than learn about the pathways in isolation, students will understand how concepts in the pathway they choose (i.e., Business and Finance or Law Enforcement and Criminal Justice) are applicable to the core subject areas.

At NECCS, teacher teams will create their own units and lessons by identifying focus and priority standards. Teachers are better able to align what they teach to specific student needs and decide which standards are most important. Moreover, NECCS teachers will develop units, lessons, activities, and performance tasks that make real world connections to the pathways of business and criminal justice and focus on the most critical material at each grade to allow for depth in learning. Teachers will not ignore standards; rather, teachers will develop lessons that prioritize standards that will assist students to master math skills.

Instruction will be rigorous and aimed at promoting high levels of critical thinking and enabling students to demonstrate awareness, while inspiring them to be creative and

innovative. Teachers will use flexible grouping, student engagement strategies, and teacher designed assessments to drive learning and predict success.

To meet the accelerated demands of college readiness, incoming NECCS students will start in the summer session prior to their first year. In this summer school session, students will take an intensive writing workshop with a focus on non-fiction content and research skills as well as pre-algebra to ensure they are ready for the academic writing and mathematical demands that await them. Student success in the initial summer program will generate data to guide individualized academic planning and initial instructional expectations while orienting students to NECCS culture. For NECCS students' second and third summers, flexible and individualized programming will be available. During their second and third summers, all students will participate in a Language Immersion Institute in order to fulfill their Language Other Than English requirement.

NECCS will offer Targeted Intervention Electives (TIE) to all students each year. TIE courses are interest- and skill-based elective courses offered in core areas, including ELA, Algebra, and U.S. History in 10-week cycles. TIE courses will be scheduled on the basis of academic performance and interest. For example, a student who is deficient in introductory Algebra skills will have the opportunity to take up to three 10-week cycles targeting those specific deficient skills in a systematic manner which differs from their core Algebra course. Another student who excels in Algebraic thinking will be able to take other TIES more suitable to his/her specific needs and interest. Credit-bearing, individualized TIE offerings will enable NECCS to maintain an intensive and fast-paced learning environment.

The Early College Phase follows completion of the three-year College Preparation Phase and may comprise the student's final two years at NECCS. Students in the St. John's Early College Phase will participate each year in a 6-week summer session (semester 1) held at the NECCS site and two fifteen-week semesters (semester 2 and semester 3) in conjunction with the SJU Staten Island Campus. With SJU, all students will take appropriate general study courses in the University Core, College of Liberal Arts, and/or College of Professional Studies in consultation with the NECCS counselor and SJU Academic Advisor. Students will also take courses related to the pathway in which they wish to concentrate: Business and Finance or Law Enforcement and Criminal Justice. Students may enroll in up to 15 credits per semester and earn a total of 60 credits within two years. While at SJU, all students will spend at least one hour a day at the NECCS Posse Headquarters, where a NECCS faculty team composed of counselors and teachers will provide individualized counseling and tutoring as well the continuing two-period/week NECCS Wellness Curriculum. During the 6-week summer session, students may take immersion courses in languages other than English, work in a small group with a member of the faculty on an in-depth research project, or engage in a community service project.

School culture

The school will provide an environment of positive rewards and encouragement, where students will feel they belong to a cohesive learning community. The school will implement a Positive Behavior Supports practice which has been consistently and successfully applied in other schools.

Through school-wide positive language, reinforcement, and opportunities to earn incentives via positive behavior the school will foster a positive learning environment for all students. Communication and family involvement are at the heart of a positive and collaborative learning environment for the school. Parents will be consistently welcomed to the school and encouraged to become active participants in school endeavors.

Special Populations and Related Services

The school curriculum and the design will be geared to fully integrate students with special needs and to enhance the education of all students regardless of background, disability or income. During the College Preparation Phase, all students will experience learning in small classes with a teacher and a teacher assistant for at least 60% of the normal school week. During the Early College Phase, all students will receive individualized tutoring, instruction, and counseling, including the two-period-per-week Wellness course from Special Education certified teachers and counselors for at least 20% of the normal school week. Students who are not yet ready for integration within a college setting will receive support and accommodations from NECCS.

The classroom environment will be responsive to the individual needs of all students, including students with disabilities. Curriculum adaptation will be guided by individualized accommodations, student needs, and learning styles, including repetition and clarification of directions, extended time for classwork and assessments, preferential seating, behavior intervention plans, and any other necessary accommodations. Supplemental computer assisted instruction will also be used as a response to skill deficits and areas in need of improvement. Therapies such as speech-language therapy and occupational therapy will be provided within the general education classroom whenever appropriate, and in accordance with their IEP, compliant with governing laws and regulations.

Recruitment and Retention

The school will rely on community-based organizations as well as Saint John University, and a broad range of organizations, including the Staten Island Historical Society, the Staten Island JCC, and Snug Harbor Cultural Center to expand its recruitment effort. The school will utilize direct mail as well as social media to reach all eligible public-school families on Staten Island with a special effort to reach the following groups that are historically underserved in higher education by attending fairs, community events, and visiting schools.

Students with disabilities: The school seeks to utilize a weighted lottery with the goal of serving a student population in which many of their incoming students have Individualized Education Plans. The school will work with the NYDOE and with a variety of local organizations serving students with disabilities, including Staten Island YMCA Counseling Service, Camelot, Jewish Board of Family Services Center, and the Staten Island Mental Health Society to reach this population. If this target goal is not reached, the school will seek to amend the charter to institute a tiered lottery to reach the proposed target.

English Language Learners: the school will reach out to the segments of the Staten Island community with significant populations of English Language Learners. The school will work with the following community based organizations to assist in the recruitment of students in this subgroup: El Centro, Project Hospitality, Make the Road New York, and Noor Al-Islam Sunday School. Applications and information material will be made available in print and online in multiple languages.

Economically Disadvantaged Students: The opportunity to earn college credits while in high school at no cost for families should help the school recruit ED students. The school will target the most disadvantaged groups providing information material in multiple languages, and promoting its inclusive, caring setting designed to meet the needs of all learners with the goal of providing students with rigorous instruction and access to a college education at no cost.

Community Outreach

The school has provided ample evidence that significant outreach was performed throughout the targeted community. Outreach is continuing to a broad array of stakeholder organizations, including current and former elected officials and local community boards, parent organizations, and service organizations. The school is conducting a robust media advertisement campaign in the community, while continuing to undertake several initiatives to increase parental awareness. Numerous outreach efforts are aimed specifically at the non-English-speaking communities of Staten Island.

Facility

The school will initially request co-location space from the New York City Department of Education. If no suitable public space is available, the school will share a new facility with New Ventures Charter School and John W. Lavelle Preparatory Charter School in their existing private space located at Corporate Commons Three, 1 Teleport Drive, Staten Island, New York 10311.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the

information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is required to make technical modifications to the NECCS application; and the applicant group has agreed to make the following technical modifications to the application to align with the initial charter agreement template and/or comply with relevant laws and regulations.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school’s proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the Staten Island (CSD 31), indicating that the fiscal impact of the Lois and Richard Nicotra Early College Charter School on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23²⁷

Year	Number of Students Enrolled in Charter School Per Year ²⁸	Charter School Basic Tuition Rate ²⁹	Total Charter School Basic Tuition	Estimated District Special Education Payment ³⁰	Total District General Fund Budget ³¹	Percent of District Budget
2018-19	144	\$14,027	\$2,019,888	\$1,096,646	\$24,800,000	0.008%
2019-20	241	\$14,027	\$3,380,507	\$1,751,588	\$24,800,000	0.014%
2020-21	315	\$14,027	\$4,418,505	\$2,345,605	\$24,800,000	0.018%
2021-22	373	\$14,027	\$5,232,071	\$2,817,772	\$24,800,000	0.021%
2022-23	403	\$14,027	\$5,652,881	\$3,152,858	\$24,800,000	0.023%

²⁷ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

²⁸ Source: Lois and Richard Nicotra Early College Charter School Application

²⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

³⁰ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

³¹ Source: New York City Department of Education 2016 Executive Budget

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The charter school basic tuition rates are based on a trend analysis using methodology approved by the Department’s State Aid Office;
- There will be no growth in the district’s budget during school’s 5-year charter term;
- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

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

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
Staten Island: CSD 31³²**

	Total District Enrollment: 58,317	
All Students	58,317	
Economically Disadvantaged	32,269	55%
English Language Learners	3,090	5%
Students with Disabilities	14,673	25%

³² Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School³³

Assessments	Staten Island: CSD31 Proficiency	NYS Proficiency
<i>ELA Grades 8 Aggregate</i>	52%	45%
<i>Math Grades 8 Aggregate</i>	25%	22%

Public Hearing and Public Comment

As required by the Charter Schools Act, NYC Department of Education conducted a public hearing on September 25, 2017 to solicit comments from the community concerning the proposed Lois and Richard Nicotra Early College Charter School. Fifteen members of the community were present, and seven individuals commented at the hearing or wrote letters in support of the proposed application. None were in opposition.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.³⁴ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,³⁵ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from

³³ Source: Student Information Repository System (SIRS) 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

³⁴ Education Law §2852(2)(a).

³⁵ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.³⁶ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act³⁷ and will have a significant educational benefit to the students expected to attend the charter school.³⁸ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Lois and Richard Nicotra Early College Charter School to open in August 2018 on Staten Island, New York.

³⁶ Education Law §2852(2)(b).

³⁷ Education Law §2852(2)(c).

³⁸ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

Neighborhood Charter School: Bronx

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Neighborhood Charter School: Bronx
Existing Education Corp	Neighborhood Charter School of Harlem with request to change the name of the education corporation to Neighborhood Charter Schools
Lead Applicant(s)	Patricia Soussloff
District of Location	New York City CSD 7 – The Bronx
Opening Date	August 27, 2018
Projected Charter Term	July 2018-June 2023
Management Company	Not applicable
Partners	Not applicable
Facility	Public space; private space options
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): K-1 / 130 Year 2 (SY 2019-20): K-2 / 200 Year 3 (SY 2020-21): K-3 / 270 Year 4 (SY 2021-22): K-4 / 340 Year 5 (SY 2022-23): K-5 / 410
Planned Grade Span (beyond Initial Charter Term)³⁹	K-8
Mission Statement	<i>The mission of Neighborhood Charter School: Bronx (NCSB) is to provide children in the Bronx with new educational opportunities through a rigorous, comprehensive K-5 program that cultivates the intellectual, social and emotional development of each child. Our school is an inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.</i>

³⁹ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

Neighborhood Charter School: Bronx (NCSB) is a replication of Neighborhood Charter School: Harlem (NCSH), which was authorized by the Board of Regents in September 2011, opening for instruction in August 2012. It was the highest performing independent charter school in New York City on the New York State 3rd and 4th grade English language arts and mathematics exams in 2016, with over 30% of its scholars identified as students with a disability.

The school will offer a comprehensive, full-inclusion education program with a focus to serve neighborhood children with Autism Spectrum Disorder (ASD) who are high functioning. These scholars will be fully integrated within the general education classroom alongside English language learners, students with disabilities, and those who qualify for the free- and reduced-price lunch program.

The school will implement an integrated co-teaching model. Scholars are grouped into one of three grade-level classrooms, with four to six ASD students included in two of the three general education classrooms. All students participate in the same grade-level academic curriculum receiving appropriate supports. A specialized behavior modification program will enable all scholars to become independent learners and critical thinkers and to acquire the academic, social and emotional skills needed to reach their full potential.

Key Design Elements

The key design elements for Neighborhood Charter School: Bronx are almost identical to those at NCSH. For this school, there is an added focus on science and visual and performing arts instruction, all of which have proven to be successful with a similar student population. The key design elements include:

- A unique approach to school design that combines high expectations for academic proficiency and for behavior in school with a focus on social and emotional learning that will enhance learning and reduce conduct problems;
- A rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills;
- Two certified teachers in each classroom, one of whom will be a special education teacher, to allow the school to respond to the individual needs of each student;
- An intensive focus on literacy and mathematics;
- A science class daily for all grades;
- A longer school day and school year to provide more time for learning;
- An orderly and supportive school culture that allows students to focus on learning;

- Visual and performing arts instruction;
- Data driven instruction;
- A specialized program of supports for ASD students;
- A strong and focused professional development program; and
- A partnership with parents to make the home a center of learning.

Education Plan

The education plan has been informed by research and successful practices at other high performing schools across the country as well as NCSH. A clear framework for teaching and learning aligned with New York State Next Generation Learning Standards and the State Testing Program will be implemented across all subject areas. It is designed to target both students' academic and social emotional development, as well as further the school's mission. There is an intensive focus on English Language Arts (ELA) to bring all students to proficiency.

Students receive two periods of ELA instruction daily. One hour is spent immersed in units of study, which are loosely based on Teachers College Reading and Writing Project. In grades K-4 a balanced literacy approach is used. Beginning in grade 4, ELA lessons are centered around "whole class novels."

For the second period of instruction, assessment data is collected and evaluated to inform the one-hour intervention and/or enrichment groupings. Students work in small flexible groups based upon their individual needs. It is an "all hands-on deck" school wide program. All staff are responsible for working with students at this time.

Students also receive a double period of mathematics instruction. A variety of curricular resources allows for flexibility in addressing a range of student needs. The core of the program is focused on computational fluency and problem-solving skills. Students receive two 35-minute periods of mathematics instruction each day, along with an additional 20 minutes of small group instruction targeting their individual needs.

Each student will receive daily instruction in science. The hands-on program has a core emphasis on experimentation with students conducting nearly 150 experiments per year. At NCSH, 4th grade students have achieved a 100% passing rate on the New York State Science exam for the past two consecutive school years.

The school has developed a comprehensive system of formative, interim, diagnostic, and summative assessments designed to provide quick actionable data on student progress in order to drive instruction. The data also informs decisions on staffing, professional development, individual teacher coaching, and curricular changes.

School culture

The founders of NCSB believe that their low student-to-teacher ratio, strong professional development program and specialized training, orderly and supportive school culture, and focus on the social and emotional development of their students will create an environment in which all of their students will learn. Social and emotional learning will be infused throughout the school day, particularly during choice time and arts classes, and will be tracked using a rubric developed by NCSH. Teachers will use positive reinforcement to encourage good behavior in their students.

Parents will be invited to participate in a Parent Association. Family involvement will be cultivated through events and activities throughout the year. The school will host parent workshops on a variety of topics to support families and their children.

Special Populations and Related Services

NCS: Bronx is specifically designed to be a fully inclusive program serving all students with a focus on those identified as having an Autism Spectrum Disorder (ASD). The founding group believes the strategies, policies, and practices that the school will implement will be responsive to all students with a range of disabilities and challenges, as well as English language learners and advanced students.

General education teachers and staff who provide supports to special student populations have built-in opportunities to plan coordinate and communicate daily. All students are taught in Integrated Co-Teaching (ICT) classrooms and the two teachers have time to co-plan lessons daily. Classroom teachers collaborate with those who provide support to special student populations daily and during weekly case conferences.

The school has a well-developed academic Response to Intervention Program (RTI). Timely assessments are done to provide accurate data to inform instruction and create appropriate groupings and interventions. The founding group has successfully implemented a behavior-based RTI structure at NSC: Harlem, which will be replicated at the Bronx school. There will be a Behavior Assessment and Intervention Team (BAIT). This team will provide teacher training and ongoing monitoring to inform student's individualized supports.

Recruitment and Retention

NCSB has created an enrollment and recruitment plan based on their experience at NCSH. The school anticipates that the student population will be reflective of the district demographics. A review of NCSH's student body and waitlist confirms the strong demand in the South Bronx for a school that provides a strong academic program combined with a focus on social and emotional learning, while serving ASD students.

English Language Learners: NCSB plans to actively recruit and publicize its program by employing strategies to specifically target priority groups. Outreach to English language

learners (ELLs) will include working with community based organizations that serve the various communities represented in CSD 7. Recruitment materials will be published in the three most common languages spoken in the community. Spanish-speaking staff members will be present at all events for families who need a translator. Demographic information found by the school stated 57% of the households in the target area speak Spanish. Families will be able to use the New York City Charter School Center's Common Application process to apply online, using a single form translated into the languages commonly spoken in New York City.

Students with Disabilities: NCSB will implement similar outreach strategies for students with disabilities, including ASD, that have proven successful at NCSH, which has consistently far exceeded its target enrollment. They will continue their work with the Kennedy Child Study Center in the Bronx as well as other organizations who work with families of young children with special needs. Other strategies include targeted outreach to early childhood centers, Head Starts, and local school social workers and psychologists.

Economically Disadvantaged: Outreach will also be conducted in the local housing projects and with agencies working with families whose children will be eligible for free- or reduced-price lunch.

Community Outreach

NCSB has considerable evidence of family interest in and support for the proposed new school.

The founders and school staff from NCSH engaged in public outreach a year prior to submitting its Letter of Intent and during the months that followed. Outreach activities have included open house events, meetings and communication with parents, community leaders and elected officials, social media and an interactive webpage.

Facility

NCSB has had initial conversations with the NYCDOE about co-location with a public school in CSD 7. The founders are also actively exploring suitable private space in CSD 7 and received term sheets from three potential landlords. This includes identification of sites for use as incubation space and as a permanent facility.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, the NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a

technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is required to make technical modifications to the NCSB application; the applicant group has agreed to make the following technical modifications to the application to align with the initial charter agreement template and/or comply with relevant laws and regulations.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school’s proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by the NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in New York City CSD 7 indicating that the fiscal impact of the Neighborhood Charter School: Bronx on the district of location is expected to be nominal. An analysis on the projected fiscal impact of the School on its district of location is summarized below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23⁴⁰

Year	Number of Students Enrolled in Charter School Per Year ⁴¹	Charter School Basic Tuition Rate ⁴²	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁴³	Total District General Fund Budget ⁴⁴	Percent of District Budget
2018-2019	130	\$15,307	\$1,989,910	\$948,588	\$24,300,000,000	0.012%
2019-2020	200	\$16,072	\$3,214,470	\$1,422,882	\$24,300,000,000	0.019%
2020-2021	270	\$16,876	\$4,556,511	\$1,897,178	\$24,300,000,000	0.027%
2021-2022	340	\$17,720	\$6,024,720	\$2,371,470	\$24,300,000,000	0.035%
2022-2023	410	\$18,606	\$7,628,359	\$2,845,764	\$24,300,000,000	0.043%

⁴⁰ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁴¹ Source: Neighborhood Charter School: Bronx Application

⁴² Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁴³ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁴⁴ Source: New York City Department of Education 2016 Executive Budget

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The charter school basic tuition rates are based on a trend analysis using methodology approved by the Department’s State Aid Office;
- There will be no growth in the district’s budget during school’s 5-year charter term;
- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

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

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
Bronx: CSD 7⁴⁵**

	Total District Enrollment: 18,749	
All Students	18,749	
Economically Disadvantaged	17,319	92%
English Language Learners	3,222	17%
Students with Disabilities	4,775	25%

⁴⁵ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School⁴⁶

Assessments	Bronx: CSD 7 Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	24%	40%
<i>Math Grades 3-5 Aggregate</i>	24%	45%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 16, 2017 to solicit comments from the community concerning the proposed Neighborhood Charter School: Bronx. Five members of the community were present. No members of the public commented at the hearing or submitted letters in support of or in opposition to the proposed application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁴⁷ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁴⁸ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from

⁴⁶ Source: Student Information Repository System (SIRS) 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

⁴⁷ Education Law §2852(2)(a).

⁴⁸ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁴⁹ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁵⁰ and will have a significant educational benefit to the students expected to attend the charter school.⁵¹ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Neighborhood Charter School: Bronx to open in 2018 in CSD 7 The Bronx, New York.

⁴⁹ Education Law §2852(2)(b).

⁵⁰ Education Law §2852(2)(c).

⁵¹ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

**STRADFORD PREPARATORY CHARTER SCHOOL FOR
BOYS**

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Stradford Preparatory Charter School for Boys
Lead Applicant(s)	Keith Howard
District of Location	New York City CSD 9 – The Bronx
Opening Date	August 2018
Projected Charter Term	August 2018 through June 20, 2023
Management Company	N/A
Partners	School Empowerment Network (SEN)
Facility	Co-location/Private Facilities
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): 5 / 128 Year 2 (SY 2019-20): 5-6 / 249 Year 3 (SY 2020-21): 5-7 / 374 Year 4 (SY 2021-22): 5-8 / 484 Year 5 (SY 2022-23): 5-8 / 484
Planned Grade Span (beyond Initial Charter Term)	None
Mission Statement	<i>United by our Core Values of Brotherhood, Excellence, Self-Efficacy, Adaptability and Leadership, our school will provide young men of all backgrounds and experiences with a robust academic, character, and social education in a nurturing environment. We will inspire our young men and guide them along the path that leads to independence and greatness.</i>

Stradford Preparatory Charter School for Boys (SPCSB) seeks to provide the highest quality educational experience from boyhood to young adulthood to fuel the academic, cultural and character growth of each student, helping each to realize his highest potential. SPCSB will provide the foundation that young men need to create their own path to success - one of greatness earned through dedication to academics, social and emotional growth, and self-determination. The proposed school aims to replicate what works and has worked in successful all-boys middle and high schools across the country. Schools such as Eagle Academy, Excellence Boys Charter School, Malvern Prep, and Urban Prep in Chicago have all created successful systems and programs that SPCSB plans to adapt, recreate, or modify to align. Similar to the schools mentioned above, students will spend more time in school, receive data-driven instruction to fuel academic

growth, take part in a school culture of high expectations, receive personalized coaching as it relates to social and emotional growth, be taught by strong teachers that educate the whole child, and receive additional supports such as intervention and enrichment

The proposed school's academic program and curriculum will focus on data-driven mathematics and literacy skill building opportunities in lower grades (Lower Academy) to move students along a learning continuum in Upper Academy based on their strengths, interests, and needs. In Upper Academy (7th and 8th grade), students will have the opportunity to participate in self-selected Experiential Learning Paths in several focus areas, including STEM, the arts, and social justice. Students will take specific coursework in 7th and 8th grade to deepen their content knowledge in the selected area. At the end of 8th grade, students will participate in a culminating Presentation of Learning that showcases their experience and research-based exploration of future career opportunities within their self-selected learning path.

The academic program and curriculum alignment with the New York Next Generation English Language Arts and Mathematics Learning Standards will create and sustain a strong achievement-oriented culture and college preparatory curriculum that will assist in accelerating the growth of all young male students at the school. Both curriculum and culture will be deliberately aligned to the needs and performance of all cohorts of students. The curriculum will challenge, engage, develop, and support lifelong learning while empowering all students, regardless of their individual needs, to succeed in middle school and beyond.

Key Design Elements

SPCSB will employ the following key design elements to guide its academic and social and emotional program leading to success of young men in secondary education and beyond:

- The All-Boys Experience is based on the belief that young men feel secure in an environment where they can build a brotherhood with one another while learning to understand themselves. Based on the work and research of Michael Gurian, the co-founder of Gurian Institute and author of *The Wonder of Boys* and *Boys and Girls Learn Differently*, the proposed school will create an innovative school culture and academic experience for young men.
- Experiential Learning will focus on data-driven mathematics and literacy skill-building opportunities in lower grades, which will prepare students for increasing rigor and college preparatory upper grade learning experiences. The focus on foundational skill building will help students learn to read, write, and think independently and critically. Students in the upper grades, (the 7th and 8th grades) will have the opportunity to put these foundational skills to use in self-selected Experiential Learning Paths in several focus areas, including STEM, the arts, and social justice.
- Mentoring and Leadership Academy uses My Brother's Keeper and *MENTOR's Elements of Effective Practice for Mentoring Standards* as frameworks to provide

students with experiences that lead to social and emotional growth. Prior to the start of each school year, students will attend a week-long summer mentoring and leadership academy to participate in workshops, assessments, one-on-one meetings and team building activities. In the fall of each year, students will also be grouped into Advisory Houses. The Advisory House system will allow students to receive peer to peer mentoring as well as guidance from teacher leaders and male members of the community.

- Alternative Approach to Discipline will utilize early-interventions that focus on dropout prevention, middle school retention, and high school graduation rates. The tiered discipline system focuses on using positive reinforcements, fixing unwanted behavior, owning actions, and understanding how the individual impacts the community. This process will keep students in the classroom learning while deepening their abilities to practice self-reflection and self-discipline and involves the collaborative work of all stakeholders to ensure a positive culture of excellence.
- Collaborative Team Teaching will occur in all math and literacy classes to improve student learning and allow every young man access to the instruction needed to achieve academic success. Staff will utilize data to further enhance curriculum and develop personalized learning plans for both individual students and groups of students. Teachers will have multiple opportunities during their day as well as school week to collaboratively plan in grade and subject teams to inform instruction and to strengthen capacity.

Education Plan

The effects of poverty coupled with persistent negative societal messages hinder the growth of young men of color. The school proposes to change this by focusing on foundational skill building to help students learn to read, write, and think independently and critically.

Focusing on the following practices, the school will provide quality education for its students through Mastery of Core Academic Content, Critical Thinking/Problem Solving, Collaboration, Effective Communication, Self-Directed Learning and Academic Mindsets.

In the Upper Academy (the 7th and 8th grades), students will have the opportunity to put these foundational skills to use in self-selected Experiential Learning Paths in several focus areas, including STEM, the arts, and social justice. Students will take specific coursework in 7th and 8th grade to deepen their content knowledge in their chosen area. At the end of 8th grade, students will participate in a culminating Presentation of Learning that showcases their research-based academic inquiry and makes connections to their potential future career paths.

School culture

The school culture is based upon five core values: Brotherhood, Excellence, Humility, Adaptability, and Leadership. The school leadership will monitor how the intended culture is actualized through focused observations called Culture Walks. A School Culture Rubric will be used to assess the climate of the school and to create a supportive school culture that is strengths-based by providing daily positive feedback to the students.

The proposed school will work to create a supportive school culture that is strengths-based by providing daily positive feedback to our students. We will engage in on-going collaboration to help our young men develop positive racial, cultural and gender identities through the proposed school's Alternative Approach to Discipline Program, Stradford Prep Mentorship and Leadership Program, Rites of Passages Program, athletics and co-curricular activities. SPCSB students will understand that they drive the culture of the school, and will learn to take ownership in shaping how they manage themselves and their brothers (classmates) and to understand how their actions affect their academic and social well-being. Brotherhood, Leadership, Adaptability, Excellence and Self-Efficacy are values our young men will focus on to create a community that is built on a growth mindset, humility, integrity and unity. Through our values, our advisory, and our alternative approach to discipline program, students will develop the ethical and moral character and positive leadership needed to reach their full potential. Clear and consistent discipline policies, incentive systems, rituals, uniforms and school-wide academic support systems will help ensure a well-structured, safe, learning environment.

Special Populations and Related Services

All students that are in enrolled at Stradford Prep, will receive RTI Tier 1. RTI Tier 1 consists of high-quality classroom instruction, in-class group interventions, and in-class differentiated instruction that meets the specific needs of students in the class. Students in RTI Tier 2 will receive weekly group conferences with their Mentor Teacher to review student work and reflect on grades, study habits, homework quality and completion, and in class struggles. Mentor Teachers and a member from the Intervention Team will also have parent meetings with students in Tier 2. Students in Academic RTI Tier 3 will receive weekly, individual progress reports and intensive support (i.e. Saturday Academy, after school tutoring, and homework help during elective blocks). If a student fails to make progress, a meeting will be set up in which the student, parent(s), and School Leader determine possible next steps based on the child and his or her needs.

Special Education: SPCSB will hire NYS licensed Special Education Teachers who will serve as Learning Specialists. The Assistant Director of Special Education and Student Support who will be hired during year 1, will work to manage the IEP and 504 caseloads in partnership with the Lead Learning Specialist (Special Education Teacher) and team of Learning Specialists Teachers. If students with severe disabilities enter the school, the team will ensure that the students can work with certified school aides and paraprofessionals.

Students with IEPs and 504s will receive feedback on their work products. Based on class data and student work products, instruction will be adjusted and individualized daily to ensure mastery or progress towards learning goals. Data from work products or assessments is also analyzed and sub-groups are created based on the data for in class small group instruction. After each assessment cycle, teachers will meet during the 31 weekly scheduled PD to analyze data and create action plans to ensure all students with IEPs are making progress and are on track to meeting grade level indicators and mastery of IEP goals by their next annual review.

English Language Learners: SPCSB will work with English Language Learners through a Structured English Immersion (SEI) program that provides additional language supports to ELLs without removing them from the general education setting. The ELL/ENL Specialist will be trained in Sheltered Instruction Observation Protocol (SIOP)53, a research-based instructional method that ensures students are gaining access to academic content while also developing English language proficiency. SIOP helps both ELL teachers and general education teachers make lessons more accessible and comprehensible to students while also preparing them for rigorous high school and college courses.

Recruitment and Retention

Students with Disabilities: Partnerships will be formed with local school district committees that specialize in Special Education. The school will also work with elementary schools and local community-based agencies that service children with disabilities to recruit and retain students with disabilities. Tools for recruitment include the use of local media outlets to reach parents and students, bulletin board publications, special events with question and answer session about Special Education.

English Language Learners: The school will host targeted informational sessions for non-English speaking students in both English and Spanish. Additionally, all materials used for recruitment (brochures, handouts, website, etc.) will mention the unique services offered for ELL students. The school will also advertise in local Spanish publications, such as *El Diario* and build relationships with organizations that serve the Spanish speaking community in the Bronx. SPCSB will develop bilingual resources for family communication and provide ongoing professional development for staff to support all learners. Professional development will include but is not limited to: how to implement successful ELL strategies, in classroom language supports, student engagement, and reading in a child's native language. SPCSB integrate the cultural traditions of students throughout the school community by planning and hosting events that allow students and families to share special ethnic traditions, foods, and customs.

Economically Disadvantaged Students: The school will recruit economically disadvantaged students. With over 90% of Bronx students eligible to receive free and reduced lunch, the school will target young males who are eligible by working with local homeless shelters, going door-to-door in public housing to distributing fliers, and by building relationships with churches and food pantries to assist in our efforts to attract and target this population of young males. SPCSB will retain our students by: working with the

community and families to lessen factors that lead to academic failure among our young men; providing opportunities for families to contribute to the decision-making and operation of the school; encouraging ownership and dedication to our school community; and establishing a relationship built on mutual trust, honesty, and respect.

Community Outreach

The school used a variety of methods to ensure the involvement of local stakeholders and provided opportunities for feedback on the proposed programming of the school. The applicant group reached out to elected officials, the local community boards, and the community education council, while holding informational sessions to inform the community about SPCSB. Social media and web-based advertisements were also used to reach various hard to reach communities in The Bronx.

Facility

The SPCSB will submit a request to the New York City Department of Education for co-location in a public-school building in Bronx: CSD 9. In the event the request is denied, SPCSB has a contingency plan to secure a private facility. The applicant group, in consultation with Civic Builders, has identified 2 potential private space options.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the SPCSB application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school's proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed charter school on public and non-public schools in the Bronx: CSD 9, indicating that the fiscal impact of the Stradford Preparatory Charter School for Boys on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23⁵²

Year	Number of Students Enrolled in Charter School Per Year ⁵³	Charter School Basic Tuition Rate ⁵⁴	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁵⁵	Total District General Fund Budget ⁵⁶	Percent of District Budget
2018-19	128	\$13,954	\$2,048,973	\$310,337	\$24,300,000,000	0.0084%
2019-20	249	\$14,363	\$3,985,894	\$479,150	\$24,300,000,000	0.016%
2020-21	374	\$14,772	\$5,986,844	\$657,059	\$24,300,000,000	0.025%
2021-22	484	\$15,182	\$7,747,681	\$844,119	\$24,300,000,000	0.031%
2022-23	484	\$15,591	\$7,747,681	\$1,040,232	\$24,300,000,000	0.031%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- The charter school basic tuition rates are based on a trend analysis using methodology approved by the Department's State Aid Office;
- There will be no growth in the district's budget during school's 5-year charter term;
- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

The specifics of the school's enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced

⁵² In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁵³ Source: SPCSB Application

⁵⁴ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁵⁵ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁵⁶ Source: NYC 2016 Executive Budget

by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
Bronx: CSD 9⁵⁷**

	Total District Enrollment: 34,697	
All Students	34,697	
Economically Disadvantaged	31,280	90%
English Language Learners	8,183	24%
Students with Disabilities	8,065	23%

**Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on
NYS Assessments Based on Grade Configurations for Proposed School⁵⁸**

Assessments	Bronx: CSD 9 Proficiency	NYS Proficiency
<i>ELA Grades 5-8 Aggregate</i>	21%	39%
<i>Math Grades 5-8 Aggregate</i>	17%	37%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 16, 2017 to solicit comments from the community concerning the proposed Stradford Preparatory Charter School for Boys. Eighteen members of the community were present, and eight individuals commented at the hearing in support of the proposed application. No comments opposing the proposed charter school were made at the hearing.

Findings

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

⁵⁷ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁵⁸ Source: 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁵⁹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁶⁰ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).

2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁶¹ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

⁵⁹ Education Law §2852(2)(a).

⁶⁰ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁶¹ Education Law §2852(2)(b).

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁶² and will have a significant educational benefit to the students expected to attend the charter school.⁶³ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Stradford Preparatory Charter School for Boys to open in 2018 in The Bronx, New York.

⁶² Education Law §2852(2)(c).

⁶³ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

TRUXTON ACADEMY CHARTER SCHOOL

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Truxton Academy Charter School
Lead Applicant(s)	Lucinda Denkenberger
District of Location	Homer Central School District
Opening Date	August 2018
Projected Charter Term	August 27, 2018 through June 20, 2023
Management Company	None
Partners	The Truxton Alumni and Community Supporters, Inc.,
Facility	Private Space: 6337 Academy Street, Truxton, NY 13158
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): K-4 / 80 Year 2 (SY 2019-20): K-5 / 111 Year 3 (SY 2020-21): K-6 / 136 Year 4 (SY 2020-21): K-6 / 137 Year 5 (SY 2021-22): K-6 / 140
Planned Grade Span (beyond Initial Charter Term)	NA
Mission Statement	<i>Truxton Academy Charter School (TACS) will cultivate an enthusiasm for learning through a project-based curriculum that celebrates our rural life, environmental stewardship, and agricultural heritage. Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.</i>

The Truxton Academy Charter School (TACS) will be located in Truxton, New York, a small rural town surrounded by farms and forest lands. Families, community members, and local business owners have expressed a need for a better education that is local, affordable, and unique, to better the future of the children and the rural community.

The Truxton Academy Charter School’s educational philosophy is a combination of Essentialism, Experiential Education, and Constructivism which informs the school’s educational plan. Essentialism is the traditional approach in which children learn basic content and practice reading, writing, math, science, and social studies skills. Essentialism supports TACS’s core knowledge curriculum with high academic and assessment standards. Experiential Education combines active learning with concrete hands-on experiences and reflection. Constructivism places the responsibility for learning

on students with the teacher facilitating the learning process by guiding students to become effective critical thinkers. Experiential Education and Constructivism support the inclusion of Project-Based Learning, STEM, and the Rural Life Lab in TACS's approach to teaching and learning.

Students will be actively engaged in meaningful hands-on projects where they will apply new knowledge and approach learning with excitement. Students will develop a sense of inquiry and self-confidence that promotes high academic achievement and lifelong learning, incorporating positive aspects of other successful charter school models. TACS will construct a STEM focused project-based curriculum and innovative Rural Life Lab in partnership with the local agricultural community. In addition, a Second Language Immersion program will be introduced starting at the kindergarten level with support from the Hopkins School District in Minnesota.

Key Design Elements

The key design elements for Truxton Academy Charter School are:

- **Project-Based Learning**
Truxton Academy Charter School (TACS) will implement Project-Based Learning (PBL) in all areas of the curriculum as a means to increase opportunities for research, to improve scholar engagement and retention of classroom material, and to develop critical thinking, problem solving, collaboration, and self-management skills. TACS plans to pair each classroom with a local agri-business where students will be engaged in well-designed, integrated projects using innovative teaching and learning methods to expand and reinforce student knowledge in all subjects. TACS will provide multiple opportunities for students at all grade levels to engage in creative, innovative solutions to real-world challenges. TACS's Rural Life Lab with real farm animals and monthly field trips and projects with local agriculture businesses will ensure both rigorous and engaging instruction.
- **STEM with an Agricultural and Environmental Focus**
TACS will use Science, Technology, Engineering and Math (STEM) to emphasize creative thinking and problem-solving in an engaging, collaborative team setting. TACS will integrate STEM into agricultural and environmental instruction using an interdisciplinary, differentiated approach while expanding learning opportunities.

With Syracuse University and SUNY ESF support, teachers will creatively design units that utilize the forests and habitats surrounding the school to actively engage student inquiry, research, and exploration in the completion of meaningful projects. TACS will create a school culture where students respect and appreciate the rural environment as well as implement conservation, recycling, stewardship, and sustainability.

Over the charter school term, TACS students, staff, and community will build a Rural Life Lab to care for the school's animals, plants and environment. The Rural Life Lab draws on the success of the Walton Rural Life Learning Center, a successful charter school in Walton, Kansas, that integrates agricultural, PBL activities into their

curriculum. “Farm to Table” projects may include student-grown food for TACS’s school lunch program.

- **Spanish Elementary Curriculum**

TACS will introduce a Spanish language curriculum (in kindergarten and second grade in the first year and expanded to all grades the following year) based on a successful elementary Spanish immersion program created by the Hopkins School District in Hopkins, Minnesota. The program focuses on both language proficiency and cultural knowledge. All teachers will be required to assist in Spanish lessons and model consistency by expanding students’ Spanish vocabulary throughout the school day. The Spanish language program is a particular key design element that will attract and benefit local Spanish-speaking families as well as English-speaking families.

- **School Family Culture**

TACS will promote a safe, positive, respectful culture for students, staff and families to plant a strong foundation for future academic success and provide a culture in which students feel physically and emotionally safe and can participate in decision-making. Student achievement in all areas will be acknowledged and celebrated. The proposed school will have open communications with parents to inform them of their child’s progress as well as monthly community events and programs to enhance the education and lives of students and their families. Conscious Discipline, a comprehensive classroom management program, is a key design element upon which TACS will establish an atmosphere of excellence for all students. Teachers, staff and students will learn and practice using skills such as Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences to manage emotions, to see the best in others, to set limits respectfully, to build self-esteem, and to learn from mistakes. The Research, Evaluation, and Development (R/E/D) Group affiliated with Syracuse University in cooperation with the TACS Board of Trustees will anonymously survey students, parents, and faculty/staff to ensure that the school environment is safe and conducive to learning.

Education Plan

TACS has chosen the Core Knowledge Curriculum Series™ (CKCS), a curricular framework aligned with the New York State Learning Standards builds a common language, closes gaps, and establishes academic competence to achieve the TACS mission of planting a strong foundation for future academic success. This framework will be used to guide the instructional program in the core academic areas.

ELA: TACS will use the CKCS K-5 Language Arts Program to ensure a strong, sequential ELA design that encompasses literacy strands, incorporates instructional technology in the classroom, supports special learning needs within the units of study, and includes multicultural content focused on mutual respect and understanding. (Lower elementary

students will have a 90-minute block of ELA and Spanish language every morning, as well as 40-minute block of ELA – Oral Language/Writing every Tuesday and Thursday. Upper elementary students will have a 90-minute block of ELA and Spanish every morning, as well as 40-minute block of ELA Writing Lab every Tuesday and Thursday).

Math: CKCS Math will provide a framework to insure consistency, pacing, reinforcement, and assessment of the students' math skills as well as accommodations for special needs students. TACS will use the FastBridge Math Assessment a minimum of three times a year to track individual competency and progress. Instructional strategies provided by STEM resources such as Project Lead the Way (PLTW) will provide opportunities to investigate, discover, and explore hands-on, relevant math skills and successfully apply acquired skills to new situations. (Both the lower and upper elementary students will have a 50-minute math class every morning, followed by a 40-minute applied math and STEM lesson on Mondays, Wednesdays, and Fridays).

Science: TACS will utilize the Next Generation Science Standards (NGSS) and the CKCS Science Curriculum as a framework for providing meaningful concepts and real-world challenges for students to discover, explore, and question through units of study. Related project-based activities will engage students in building understanding of scientific principles and hone their ability to share observations and conclusions with peers and propose additional theories and possibilities. Multi-disciplinary projects will address the key design element of STEM with an Agricultural and Environmental focus. TACS teachers will incorporate Project Lead the Way (PLTW) as part of their STEM framework to expand the units of study choices in science, technology, engineering and math needed to succeed in our global economy. The Project WILD program will provide opportunities for science enrichment and exploration in a rural setting. The Food, Land and People (FLP) curriculum resources will assist students in selecting and growing appropriate vegetables to cultivate in conjunction with our Rural Life Lab activities. (Both the lower and upper elementary students will have a 45-minute Science/Rural Life Lab/Environmental Education class every day).

TACS's will utilize a variety of instructional strategies including small and large group instruction, place-based experiential learning, hands-on project-based learning activities, center-based learning, integration of appropriate reading and writing workshops with specific literacy instruction, and cooperative multi-level participation. In addition to the frequent role of the teacher as "a guide on the side," a large portion of the curriculum drives the need for academic mastery in all areas of instruction to successfully accomplish carefully designed authentic learning.

School Culture

TACS will promote a safe, positive, respectful culture for students, staff and families to plant a strong foundation for future academic success and provide a culture in which students feel physically and emotionally safe and can participate in decision-making. Student achievement in all areas will be acknowledged and celebrated. The proposed school will have open communications with parents to inform them of their child's progress as well as monthly community events and programs to enhance the education

and lives of students and their families. The Research, Evaluation, and Development (R/E/D) Group affiliated with Syracuse University in cooperation with the TACS Board of Trustees will anonymously survey students, parents, and faculty/staff to ensure that the school environment is safe and conducive to learning.

TACS will cultivate a helpful, supportive environment welcoming of all families and community members. Open communication is essential, and parents will be well-informed of their child's progress as well as monthly community events and programs to enhance the education and lives of students and their families. Events will include Potluck Suppers, Open Houses, Student Concerts, Student Celebrations, Art Shows, and Farm Field Trips. Programs will include families constructing and maintaining the school's Rural Life Lab (e.g., a greenhouse, garden, chicken coop, and animal barn). Parents and community members will be encouraged to volunteer in classrooms, on field trips, in the library and cafeteria, and in the Extended Day program.

Conscious Discipline, a comprehensive classroom management program, is a key design element upon which TACS will establish an atmosphere of excellence for all students. Teachers, staff and students will learn and practice using skills such as Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences to manage emotions, to see the best in others, to set limits respectfully, to build self-esteem, and to learn from mistakes. Relatedly, TACS will integrate character development into the social studies curriculum. Children and staff will focus on one positive character trait (e.g., honesty, respect, kindness, self-control, responsibility) per month. Teachers and staff members will encourage, reinforce and celebrate positive behavior and character traits throughout the school year. Upper elementary students will be expected to model positive character traits and develop leadership skills demonstrated as they partner with their younger "study buddies" in reading, field trips, and service projects.

Special Populations and Related Services

TACS will employ a NYS certified Special Education Coordinator/Teacher, a NYS certified ELL teacher, and a Special Education Teaching Assistant who together form the Student Support Team (SST). The SST will support and deliver instruction (co-teaching) with the classroom teacher.

English Language Learners: TACS is committed to attracting, recruiting, and meeting the needs of currently underserved English Language Learners whose parents work on farms in the rural agricultural area Truxton. Prior to the school year, the ELL teacher will personally visit families. TACS will follow the New York State Education Department's steps to identify and support English Language Learners which begins with the Home Language Survey will be given to all newly enrolled students. If, after an informal interview with the student and his/her parents, the ELL teacher verifies that the student may be a potential ELL student, TACS will administer the New York State Identification Test for English Language Learners (NYSITELL). Any student who scores below the designated proficiency level will be considered an English Language Learner (ELL) and eligible for services. With TACS's language immersion approach, all ELLs will learn in the same classrooms as English-speaking children and may receive "push-in" English instruction

and be paired with English-speaking students in the classroom. TACS's Key Design Elements of Project-Based Learning and STEM instruction will aid ELL students in acquiring vocabulary. Each year, after ELLs have been identified, parents will be invited to meet with teachers with the goal of helping all students become proficient English readers, writers, speakers, and listeners. The School's exit criteria for ELL students will be based on the student's progress measured annually by the New York State English as a Second Language Achievement Test (NYSESLAT). Evaluation of the ELL program will take place annually with an analysis of the ELL students' growth toward benchmarks to English proficiency.

Students with Disabilities: The Special Education Coordinator/Teacher will oversee the special education program and ensure compliance with New York State regulations, Charter School law, Child Find, Section 504 and IDEA. He/she will manage and review the referral process, ensure that mandated services are provided, and submit annual reports in compliance with 34 CFR §300.750. TACS will meet the needs of students with special needs by providing Integrated Co-Teaching Services, Accommodations and Modifications, Progress Monitoring, and Social and Behavioral Supports. The classroom teacher, the Special Education Coordinator/Teacher and the Special Education Teaching Assistant will have one common planning period together daily for planning, assessing, monitoring progress, and tracking goals. Student Support Team meetings will be scheduled weekly for K-2 and 3-6 teachers to review data, monitor progress, and determine appropriate instruction and intervention for all students.

Upon new student enrollment, the Special Education Coordinator/Teacher will contact the student's home district to request student records and determine if the student has previously been identified as a student with a disability. TACS will evaluate those records to determine if mandated services are required. TACS will work closely with the home school district CSE and the student's family to ensure the school meets the student's needs. The Special Education Coordinator will ensure parent involvement throughout the entire process.

Economically Disadvantaged Students: TACS understands that a student at-risk of academic failure is in need of quality instruction and intervention strategies immediately. Early intervention at the K and 1st grade levels and early intervention in the school year at all grade levels is important for long-term academic success. TACS's Response to Intervention Program (RTI) is designed to identify and assess at-risk students before serious failure occurs, and provide interventions to help them achieve academic success. At any time, a parent/guardian may refer their child for a special education evaluation to determine if the student qualifies for special education services. Students who have not been so identified will be monitored through the RTI system. During RTI Team meetings, teachers will work together to assess student progress and the effectiveness of planned interventions. If students who are receiving Response to Intervention (RTI) support continue to perform significantly below grade level, the Special Education Coordinator/Teacher may make a referral to the home district's Committee on Special Education (CSE). If a disability is determined, TACS will work closely with the CSE and the student's family to determine the best course of action, and implement the IEP accordingly.

Students who do not qualify for Special Education Services but still have a disability that affects their access to the instructional program may be eligible for a 504 plan under Section 504 of the Rehabilitation Act, which requires that a school provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. Students who qualify under Section 504 will receive accommodations and modifications. Once the disability is documented, a 504 plan will be developed. The teacher, parent, and Special Education Teacher/Coordinator will be involved in the development of the plan. The plan will be reviewed and amended as often as necessary, at least annually.

Recruitment and Retention

English Language Learners: TACS will employ a bilingual ELL teacher who will visit the farms where primarily Spanish-speaking families live to get acquainted with them and invite them to enroll in their children in the charter school. The ELL teacher will share the Prospective Student Enrollment Form and School Information Brochures, which have been translated and available at public recruitment events and on our website. If approved, TACS will secure Spanish translation services to assist parents at Open Houses and enrollment events. TACS will seek to hire bilingual teachers. To retain students, TACS staff will integrate and celebrate cultural traditions of ELL families throughout our community, encourage native language use at home, communicate with families in their home language, provide a translator for parent-teacher conferences and school events, and encourage parents to volunteer at school.

Students with Disabilities: TACS staff will work closely with all preschools, day care centers and agencies serving children with special needs and their families, including the Cortland County Health Department, the Physically Handicapped Children's Programs, the Coordinated Children's Services Initiative (CCSI), and the Franziska Racker Centers for Children with Disabilities. Program administrators, social workers, special education teachers, parents, and students will be invited to learn more about the charter school. TACS will host Open Houses and Information Nights. Recruitment brochures will specifically mention the school's special education program. TACS also intends to implement the following retention strategies offered by the National Alliance for Public Charter Schools: 1) adopt key instructional strategies to support all students; 2) identify strategic partnerships and coalitions; 3) hire intentionally and well; and 4) track, analyze, and report data. TACS will maintain a culture of high expectations for all students and convey the message that all students are welcome and expected to succeed. The school's Response to Intervention (RTI) program will focus on early literacy, quality instruction, targeted interventions, and progress monitoring to benefit all students. TACS intends to hire skilled teachers who understand special education law and how to accommodate individual student's needs.

Economically Disadvantaged: TACS is located in rural central New York where regionally 55% of area families are economically disadvantaged and their children qualify for the FRPL program. TACS will distribute recruitment brochures to local food pantries, agencies that serve low income families, and low-income housing developments. TACS will incorporate flexibility to help students reach success and lessen the stress often found

in families living in poverty by developing a close, supportive School Family among students, parents, staff, and other family members through regular communication and events. Monthly Potluck Suppers or Spaghetti Dinners will be hosted to build a strong sense of school community and provide an easy way for families to eat out. Teachers and staff will respectfully communicate and partner with parents, and continuously monitor and measure parents' perceptions of TACS programs and their child's academic and social/emotional progress. When parents can't go to school for Parent Teacher Conferences, teachers will offer to meet in their homes. The school's leadership team will collaborate with classroom teachers to provide struggling students with intensive Response to Intervention (RTI) to close achievement gaps. TACS teachers will be important liaisons to help identify needs that may place a child at risk, academically or socially. These needs will be addressed in a timely manner utilizing school and community resources. A staffing pattern and community volunteers will contribute to a low student-to-teacher ratio to give students a resource-rich environment and time and attention to reach mastery of reading and math skills.

Community Outreach

Starting in 2014, but continuing to the present, the applicant group has met with parents, community members, neighboring school district administrators and school boards, legislators, local businesses, colleges, other charter schools; conducted surveys; developed brochures and information pieces; distributed information through direct mailings; held open houses; conducted personal house-to house visits; maintained a website and social media presence; implemented traditional public awareness campaigns; and set up informational booths at community events. The community has a standing invitation to attend the applicant group's meetings held on the first Monday of each month. Through extensive inquiry and interaction with area families, the desire to expand the educational options in this area of New York has grown. Families in Truxton have expressed dissatisfaction with the local school district relative to low academic performance, long bus rides for young students, and failure to listen to the needs of rural families which has resulted in an increase of families choosing to relocate their families to another district, home school their children, or send their children to private school.

If approved, TACS will be the only educational setting in the area to offer: 1) year-long Project-Based Learning partnerships and projects with area farms and community businesses; 2) STEM with an agricultural and environmental focus, including a Rural Life Lab with farm life on school grounds; 3) a Spanish language elementary curriculum beginning in kindergarten; 4) Conscious Discipline with professional development for teachers and workshops for parents; and 5) an Academic Advisory Panel with area colleges and faculty members contributing to professional development, curriculum, and evaluation.

Facility

The Truxton Alumni & Community Supporters, Inc., a non-profit corporation and partner organization, purchased the former Hartnett Elementary School building located at 6337

Academy Street in January 2016. The Truxton Academy Board of Trustees plans to lease (with an option to buy) this facility from its non-profit partner in the future.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the TACS application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school's proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group expects to enroll students primarily from the school district of location and a neighboring school district, and provides an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the Homer Central School District, and Cortland Central School District projecting that the fiscal impact of the Truxton Academy Charter School on both districts to be nominal. In Table 2, the applicant group presents its analysis of the potential financial impact. Using the approved 2017-2018 annual budgets for both districts, the analysis assumes no growth in the charter tuition reimbursement rate and no growth in the district budgets over the initial charter term. The total financial impact is projected to be less than 3%. If 50 students from the Homer CSD (total district enrollment is 1,919) choose the proposed charter school, this will represent 2.6% of the total enrollment at a cost of \$644,290 to the Homer CSD, or 1.58% of the total budget. This does not include potential State Transitional Aid that the Homer CSD will receive. If 20 students in the Cortland CSD (total district enrollment is 2,504) choose to enroll the proposed school, this would represent 0.7% of the total district enrollment at a cost of \$238,590 to the Cortland CSD, or 0.48% of the total budget. The fiscal impact on the other public and non-public schools will likely be 1% or less.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2021-22⁶⁴

Largest Enrollment District: Homer CSD							
Year	Number of Students Enrolled in Charter School Per Year⁶⁵	Charter School Basic Tuition Rate⁶⁶	Total Charter School Basic Tuition	Other District Revenue⁶⁷	Total Funding to Charter School	Total District General Fund Budget⁶⁸	Percent of District Budget
2018-19	50	\$12,092	\$604,600	\$39,690	\$644,290	\$40,884,142	1.58%
2019-20	70	\$12,092	\$846,440	\$48,791	\$895,231	\$40,884,142	2.19%
2020-21	82	\$12,092	\$991,544	\$56,058	\$1,047,602	\$40,884,142	2.56%
2021-22	82	\$12,092	\$991,544	\$60,130	\$1,051,674	\$40,884,142	2.57%
2022-23	83	\$12,092	\$1,003,636	\$61,026	\$1,064,662	\$40,884,142	2.60%

Second Enrollment District: Cortland CSD							
2018-19	20	\$11,142	\$222,840	\$15,750	\$238,590	\$49,576,887	.48%
2019-20	30	\$11,142	\$334,260	\$20,910	\$335,170	\$49,576,887	.68%
2020-21	40	\$11,142	\$445,680	\$27,095	\$472,775	\$49,576,887	.95%
2021-22	41	\$11,142	\$456,822	\$30,065	\$486,887	\$49,576,887	.98%
2022-23	42	\$11,142	\$467,964	\$31,031	\$498,995	\$49,576,887	1.00%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the proposed charter school in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

The specifics of the school’s enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed

⁶⁴ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁶⁵ Source: Truxton Academy CS Application

⁶⁶ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁶⁷ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

⁶⁸ Source: Homer Central School District 2017 Executive Budget

charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Table 3: 2015-16 Demographic Detail for Proposed District of Location: Homer Central School District⁶⁹

	Total District Enrollment: 1,987	
All Students	1,987	
Economically Disadvantaged	821	41%
English Language Learners	9	0%
Students with Disabilities	247	12%

Table 4: 2016-17 Elementary/Middle School Academic Proficiency Rates on NYS Assessments Based on Grade Configurations for Proposed School⁷⁰

Assessments	Homer CSD Proficiency	NYS Proficiency
<i>ELA Grades 3-6 Aggregate</i>	27%	38%
<i>Math Grades 3-6 Aggregate</i>	34%	44%

Public Hearing and Public Comment

As required by the Charter Schools Act, the Homer Central School District conducted a public hearing on Tuesday, October 3, 2017 to solicit comments from the community concerning the proposed Truxton Academy Charter School. Ninety-two members of the community signed up to speak at the hearing, and eighty-six individuals commented at the hearing in which forty-one spoke in favor and forty-five spoke in opposition to the proposed charter school.

NYSED received petitions containing 130 signatures primarily from Homer who voiced opposition to the charter application. The Homer Teachers Association also submitted a petition, containing 167 signatures from its members who oppose the charter application. In addition to the petitions received in opposition of the application mentioned above, 21 individuals wrote letters in opposition to the proposed application.

⁶⁹ Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁷⁰ Source: 2016-17 Report 102 Elementary/Middle-Level Accountability Data Verification Report

Of note, NYSED has received a plethora of emails and letters over the last 6 months from residents in the Truxton/Homer/Cortland/DeRuyter area, and some from beyond the immediate area both in favor and in opposition of this application. Seven-hundred-forty-six (746) individuals submitted letters in support of the proposed application. The Board of the Northeast Organic Dairy Producers Alliance (NODPA), which is the largest organic dairy farmer organization in the country with a membership of 830, submitted a letter of support for TACS. NYSED also received letters of support from the Center for Innovation in Education at SUNY Cortland, the Department of Science Teaching at Syracuse University, the SUNY College of Environmental Science and Forestry, Twin Oaks Dairy Farm (East Homer), and Trinity Valley Dairy Farm (Cortland).

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁷¹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁷² of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁷³ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key

⁷¹ Education Law §2852(2)(a).

⁷² Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁷³ Education Law §2852(2)(b).

- design elements; enrollment, recruitment and retention; and community to be served.
- ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁷⁴ and will have a significant educational benefit to the students expected to attend the charter school.⁷⁵ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Truxton Academy Charter School to open in 2018 in Truxton, New York.

⁷⁴ Education Law §2852(2)(c).

⁷⁵ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application
Summary, Findings and Recommendation

**Application in response to the
New York State Education Department 2017 Round 2 Request
for Proposals to Establish Charter Schools Authorized by the
Board of Regents to establish the proposed:**

Urban Dove Team Charter School II

November 2017

Table 1: Summary of the Proposed School

Name of Charter School	Urban Dove Team Charter School II
Existing Education Corp	Urban Dove Team Charter School
Lead Applicant(s)	Michael Grandis
District of Location	New York City CSD 12, 7, or 4 – The Bronx/Manhattan
Opening Date	2018
Projected Charter Term	July 2018-June 2023
Management Company	Urban Dove
Partners	N/A
Facility	Proposed Public space
Projected Grade Span/Enrollment during Initial Charter Term	Year 1 (SY 2018-19): Ungraded – high school overaged-under credited / 110 Year 2 (SY 2019-20): Ungraded – high school overaged-under credited / 205 Year 3 (SY 2020-21): Ungraded – high school overaged-under credited / 295 Year 4 (SY 2021-22): Ungraded – high school overaged-under credited / 305 Year 5 (SY 2022-23): Ungraded – high school overaged-under credited / 305
Planned Grade Span (beyond Initial Charter Term)⁷⁶	N/A

⁷⁶ The charter school will need to request a subsequent material charter revision in order to serve grade levels beyond those authorized during their initial charter term.

<p>Mission Statement</p>	<p><i>The mission of Urban Dove Team Charter School II is to energize at-risk students through a sports, health, and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate overage/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.</i></p>
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Urban Dove Team Charter School II (UDTCS II) is a replication of Urban Dove Team Charter School, a transfer high school which opened in Bedford Stuyvesant, Brooklyn in 2012. The schools will share the same mission, key design elements, Core Values, and goals. The key focus areas are youth development, social and emotional health and targeted, individualized academic programs for all students.

Key Design Elements

The key design elements for UDTCS II are almost identical to those at UDTCS. They are specifically designed to reengage students in an inclusive environment and provide them with the necessary critical skills they need to be successful. The Key design elements for this school are as follows:

- **Sports Based Youth Development:** Based on research, the founders believe that addressing non-academic issues such as building self-confidence, building a sustained focus on tasks, and fostering engagement or interest in school and learning are key to addressing academic deficits that students may have. Engaging every student as part of a team can build these skills. Each student is assigned a coach to serve as a mentor and resource.
- **Support services:** The school will have a Student Support Service team comprised of three full time social workers, social work interns, a Dean, and a director to focus on the psychological and emotional needs of all students.
- **More time on task:** There will be an extended school day and school year along with an extended Saturday program for some students. 245 minutes of academic classes per week per subject with 825 minutes per week of Sports Based Youth Development are also built in to the model.

- Same-sex groupings: Based on research for the first two years, students move through their day on same-sex teams for both academic and sports classes.
- Multiple intelligences: Teachers create lessons based on Howard Garner’s theory of multiple intelligences.
- Differentiated instruction: Using data to inform instruction, teachers are able to create lessons to meet the specific needs of students or plan for intervention services.
- Targeted interventions: The Response to Intervention (RTI) plan uses data to support the foundational skills that are needed to succeed in more advance course work.

Education Plan

The education plan has been informed by research and successful practices at Transfer High Schools and Career and Technical Education (CTE) Schools across the country as well as UDTCS. Through a combination of a youth development framework and aspects of the Transfer School and CTE models, UDTCS II will prepare its students for success.

Entering cohorts of 110 students will be divided into five teams (three male and two female) of approximately 20 students each. They attend classes as a team and the program is designed so that students can graduate in three to four years.

The curriculum at UDTCS II will address the needs of all students including special populations through implementation of a variety of instructional strategies. All classes will be co-taught by one general education content area teacher and one generalist special education teacher. Through the Collaborative Team Teaching Model, teachers work together to develop the curriculum and to ensure that each task and unit is differentiated to meet the needs of students. Teachers will use the data from READ 180 and MATH 180 assessments to ensure materials are appropriate for all students, both struggling and high performing.

Teachers will create tasks with elements that appeal to visual, kinesthetic, and auditory learners, supporting the key design elements of differentiation and multiple intelligences. The workshop model will be the instructional strategy which will provide teachers with a flexible structure to create engaging lessons that have real world relevance for students. Literacy and numeracy will be infused throughout the curriculum and integrated with technology, to prepare students for college and careers.

School culture

The core values that will drive the culture and climate of the school are teamwork, leadership and communication. First year students will participate in “boot camp,” so they can learn the expectations both in and out of the classroom. They will participate in

team building exercises with their peers, coaches and teachers.

Once weekly, students will participate in community-building circles called “Team Time.” This is an opportunity for students to meet with their coach and social worker to discuss various topics, including conflicts within the school community.

Teachers and coaches at the school will work together to instill community values and work to support students at all academic levels and social emotional development stages.

The school-wide approach to behavior management and discipline will be from a restorative, therapeutic and modifications lens.

Special Populations and Related Services

UDTCS II is specifically designed to be a fully inclusive program serving all students, specifically those who are over-age and under-credited. The school is designed recognizing that their students come into the program with a variety of academic struggles rooted at both the skill level and with social-emotional challenges.

The founders believe that students will benefit from teaching others and learning from each other. They also believe in teamwork and students will be encouraged to support one another in their academic course work.

An integrated co-teaching model will be implemented. Each classroom will have two certified teachers; the first general education in a content area and the second in special education. Coupled with their task-based instructional model and ongoing assessment data teachers will be able to differentiate instruction to meet a range of student needs.

The school will implement a Response to Intervention (RTI) model, which the Special Education and English language learner (ELL) Coordinator will oversee. Social workers will be on staff to provide crisis and at-risk counseling to all students.

Recruitment and Retention

UDTCS II has created an enrollment and recruitment plan based on their experience at their first school, Urban Dove Team Charter School. The lessons learned from Urban Dove Team Charter School have informed the backfill policy to include the initial cohort of students.

As a transfer school, Urban Dove Team Charter School has attracted a large number of at-risk students. Over the past five years the school has met or exceeded the district of location. They plan to employ similar recruitment strategies such as working with school district guidance counselors, parent coordinators, social workers, ELL coordinators, special education committees, and administrators at schools where over-age under-credited youth are known to attend.

Outreach in the community will include working with community based organizations, tenant associations, community board and community councils on education to specifically target at risk students has proven successful. Open houses with school tours are also planned.

The founders acknowledge that retention of students is a daily effort. Coaches in the Sports Based Youth Development program have been a proactive source for retention at Urban Dove Team Charter School and that model will be implemented at the Bronx school as well.

Community Outreach

UDTCS II has targeted four stakeholder groups in their public outreach process:

1. Families with school-age children
2. Community members and residents
3. Elected officials
4. Potential partners

The founders and school staff from Urban Dove Team Charter School have engaged in public outreach with all stakeholder groups. Outreach activities have included public meetings, communication with parents, community leaders and elected officials, and social media.

Facility

UD Team II has notified and discussed co-location with the New York City Department of Education's Facility Team, and will take more concrete steps once a charter is awarded. In the event that the DOE has no co-location space available for us, an immediate request will be made for facility costs reimbursement in accordance with the New York Charter Schools Act.

Technical Modification

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

NYSED has determined that the applicant group is not required to make technical modifications to the UDTCS application.

During the start-up (or pre-opening) phase of the school, NYSED will work closely with the charter school’s proposed board and school leaders to establish key policies and ready the school program and facility to serve students. This work is guided by the terms of the charter agreement and the Opening Procedures for New York State Charter Schools Authorized by the Board of Regents. New charter schools will be authorized to open for instruction only upon the issuance of a letter of Consent to Commence Instruction issued by NYSED.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in New York City CSD 7 indicating that the fiscal impact of the Neighborhood Charter School: Bronx on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2018-19 to 2022-23⁷⁷

Year	Number of Students Enrolled in Charter School Per Year ⁷⁸	Charter School Basic Tuition Rate ⁷⁹	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁸⁰	Total District General Fund Budget ⁸¹	Percent of District Budget
2018-19	110	\$14,527	\$1,597,970	\$803,520	\$20,000,000,000	0.012%
2019-20	205	\$14,527	\$2,978,035	\$1,510,064	\$20,000,000,000	0.022%
2020-21	295	\$15,351	\$4,528,545	\$2,178,510	\$20,000,000,000	0.033%
2021-22	305	\$15,351	\$4,682,055	\$2,178,510	\$20,000,000,000	0.034%
2022-23	305	\$15,550	\$4,742,750	\$2,178,510	\$20,000,000,000	0.035%

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the proposed charter school in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;

⁷⁷ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁷⁸ Source: UDTCS Application

⁷⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁸⁰ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁸¹ Source: NYC 2016 Executive Budget

- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

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

**Table 3: 2015-16 Demographic Detail for Proposed District of Location:
Bronx: CSD 12⁸²**

	Total District Enrollment: 22,847	
All Students	22,847	
Economically Disadvantaged	20,328	89%
English Language Learners	4,361	19%
Students with Disabilities	5,401	24%

Public Hearing and Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on September 12, 2017 to solicit comments from the community concerning the proposed Urban Dove Team Charter School II. Nineteen members of the community were present, and ten community members spoke at the hearing. All ten members commented in favor of the school. No comments were made or received in opposition to the charter school.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁸³ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).

⁸² Source: Student Information Repository System (SIRS) 2015-16 Report 303 BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

⁸³ Education Law §2852(2)(a).

- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁸⁴ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁸⁵ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
 3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁸⁶ and will have a significant educational benefit to the students expected to attend the charter school.⁸⁷ This finding is based on the totality of the information presented in the

⁸⁴ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

⁸⁵ Education Law §2852(2)(b).

⁸⁶ Education Law §2852(2)(c).

⁸⁷ As applicable pursuant to Education Law §2852(2)(d).

application and during the application review process, as summarized in this document.

Recommendation

Based on the Department's review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Urban Dove Team Charter School II to open in 2018 in The Bronx, New York.