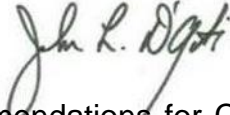





TO: P-12 Education Committee

FROM: John L. D'Agati 

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

DATE: April 1, 2021

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Compass Charter School** (short-term, three-year renewal).
2. **Global Concepts Charter School** (full-term, five-year renewal).
3. **Growing Up Green Charter School II** (short-term, four-year renewal).
4. **Harriet Tubman Charter School** (short-term, three-year renewal).
5. **Niagara Charter School** (full-term, five-year renewal and revisions to amend a Key Design Element of the school's calendar from 190 instructional days to 180 instructional days to align to the calendar of the district of residence of the majority of enrolled students; to amend the school's mission to ensure alignment to the school's key design elements of Expeditionary Learning (EL) Education and the Leader in Me practices; and to amend the school's vision statement to ensure alignment to the school's key design elements of EL Education and the Leader in Me practices).

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This question will come before the P-12 Education Committee at its April 2021 meeting, where it will be voted on and action taken. It will then come before the Full Board at its April 2021 meeting for final action.

Procedural History

The New York State Education Department (NYSED) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

Background Information

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

As State assessments were not administered in the 2019-2020 school year due to the COVID-19 pandemic, NYSED is not able to include results from that academic year in the analysis of Benchmark 1 of [the Charter School Performance Framework](http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIIPerformanceFramework.html) (<http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIIPerformanceFramework.html>) for the schools presented in this Regents Item.

Related Regents Items

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

Compass Charter School

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

October 2015 [Enrollment Reduction Revision](https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a2.pdf)
(<https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a2.pdf>)

May 2019 [Renewal with Key Design Element Revision](https://www.regents.nysed.gov/common/regents/files/519p12a4.pdf)
(<https://www.regents.nysed.gov/common/regents/files/519p12a4.pdf>)

Global Concepts Charter School

January 2002 Initial Charter
(Not available on website)

January 2004 [Leadership Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104aemscvesidca1.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/January2004/0104aemscvesidca1.htm>)

December 2006 [First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/January2007/0107emscvesidca3.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/January2007/0107emscvesidca3.htm>)

February 2010 [Grade Expansion Revision](https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca8.htm)
(<https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca8.htm>)

December 2011 [Second Renewal with Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/January2012/112p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/January2012/112p12a1.pdf>)

May 2016 [Third Renewal](https://www.regents.nysed.gov/common/regents/files/516p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/516p12a3.pdf>)

Growing Up Green Charter School II

December 2015 [Initial Charter](http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf)
(<http://www.regents.nysed.gov/common/regents/files/1215p12a3.pdf>)

January 2020 [Grade Level and Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf>)

Harriet Tubman Charter School

January 2000 Initial Charter
(Not available on website)

December 2004 [First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida2.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida2.htm>)

December 2006 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/January2007/0107emscvesidca3.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/January2007/0107emscvesidca3.htm>)

April 2007 [Third Renewal](https://www.regents.nysed.gov/meetings/2007Meetings/April2007/0407bra5.html)
(<https://www.regents.nysed.gov/meetings/2007Meetings/April2007/0407bra5.html>)

December 2008 [Fourth Renewal](https://www.regents.nysed.gov/meetings/2008/2008-12-27)
(<https://www.regents.nysed.gov/meetings/2008/2008-12-27>)

July 2010 [Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/July2010/0710p12a16.doc)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/July2010/0710p12a16.doc>)

July 2011 [Fifth Renewal with Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/July2011/711p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/July2011/711p12a3.pdf>)

May 2016 [Sixth Renewal with Management Organization Removal Revision](https://www.regents.nysed.gov/common/regents/files/516p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/516p12a3.pdf>)

Niagara Charter School

June 2005 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida6.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida6.htm>)

November 2006 [Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm)
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/December2006/1206emscvesidca1.htm>)

February 2009 [Enrollment Expansion and Grade Level Reduction Revision](https://www.regents.nysed.gov/meetings/2009/2009-02-45)
(<https://www.regents.nysed.gov/meetings/2009/2009-02-45>)

December 2009 [First Renewal](https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca9.htm)
(<https://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca9.htm>)

February 2010 [Administration Revision](https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca9.htm)
(<https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca9.htm>)

March 2013 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/313p12a3%5B1%5D.pdf)
(<https://www.regents.nysed.gov/common/regents/files/313p12a3%5B1%5D.pdf>)

February 2014 [Third Renewal](https://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf)
(https://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf)

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

Recommendations

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

VOTED: That the Board of Regents finds that the **Compass Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Compass Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

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

VOTED: That the Board of Regents finds that the **Growing Up Green Charter School II**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Growing Up Green Charter School II** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2025**.

VOTED: That the Board of Regents finds that the **Harriet Tubman Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the

students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Harriet Tubman Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

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

Timetable for Implementation

The Regents action for the above-named charter schools will become effective on July 1, 2021.

Compass Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Compass Charter School. The charter term would begin on July 1, 2021 and expire on June 30, 2024.**

Charter School Summary

Name of Charter School	Compass Charter School
Board Chair	Yvonne Nolan
District of Location	NYC CSD 13 ¹
Initial Commencement of Instruction	Fall 2014
Charter Term(s)	<ul style="list-style-type: none"> • Initial Term: September 1, 2014 - June 30, 2019 • First Renewal Term: July 1, 2019 - June 30, 2021
Current Term Authorized Grades / Authorized Enrollment	K - Grade 5 / 300 students
Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment	K - Grade 5 / 300 students
Comprehensive Management Service Provider	None
Facilities	300 Adelphi Street, Brooklyn - Public Space
Mission Statement	<i>Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inquiry-based learning. • Sustainability education and sustainable practices. • Arts-infused curriculum. • Multi-faceted assessment practices. • Integrated co-teaching model. • Looping. • Extended school day. • Commitment to diversity.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.p12.nysed.gov/psc/csdirectory/CompassCharterSchool/CompassRENRP2021.pdf

¹ Twenty-three percent of all students residing in this district attend charter schools. As the total enrollment of resident students attending charter schools in this district is greater than five percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Compass Charter School (CCS) is meeting eight out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

In April 2019 and February 2020, the school received Notice of Deficiency letters from NYSED’s Charter School Office (CSO) based on its enrollment and academic deficiencies. The school was then required by NYSED to provide a corrective action plan (CAP) establishing strategies and measurable outcomes to improve academic and operational performance. The school is currently implementing the specific strategies outlined in the CAP and provides progress reports and updates to the CSO. The CAP will be closely monitored, and NYSED will report to the Regents as necessary.

**Charter School Performance Framework Benchmark Ratings
Compass Charter School**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets

Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Innovative and Noteworthy Programs: During its current charter term, Compass Charter School participated in the NYCDOE District-Charter Collaborative. The Collaborative was a two-year commitment to build the school’s capacity on a particular Learning Focus Area, focusing on a “problem of practice.” The school chose to focus on increasing the academic performance of its economically disadvantaged (ED) students as its “problem of practice.” Based on local assessment data, the school appears to be making progress in this area.

Innovative programs implemented at the school:

- Inquiry-based and progressive program with a focus on “learning by doing.”
- Students engage in meaningful, inquiry-based interdisciplinary projects.
- Integrated curriculum is organized around the three tenets of sustainability: the environment, social justice, and economic justice.
- Arts infused curriculum.
- Full inclusion model including integrated co-teaching.
- Students “loop” with their peers and teachers for two years.
- Commitment to recruiting and retaining a diverse student body and staff.

Renewal Conditions: Compass Charter School shall:

- Devise and implement a corrective action plan, subject to NYSED approval, toward the improvement of academic outcomes for students in ELA/math and enrollment deficiencies for ED students no later than the start of the 2021-2022 school year.
- Continue to implement a weighted lottery policy, in consultation with NYSED’s CSO, for ED students for implementation no later than the 2021-2022 school year.
- Devise and implement a corrective action plan, subject to NYSED approval, toward the improvement of student retention with a particular focus on SWDs and ED students no later than the start of the 2021-2022 school year.
- Implement a local assessment plan as detailed in the school's charter and/or other interim and/or summative assessments approved by NYSED to evaluate students' academic achievement, progress, and growth, as follows:
 - Subjects: At least ELA and math.
 - Grades: Every grade in which students are enrolled.
 - Uses: The outcomes of such assessments will be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making. These assessments will supplement the use of any State assessments in authorizing decision making.

- Schedule: The school will administer such assessments pursuant to the assessment schedule set forth in the school’s charter, but no less than once in the spring of 2021 (during the current charter term) and at least twice per academic year thereafter during the school’s proposed next charter term; provided, however, that in the academic year in which the school is next up for renewal, the assessments shall be administered at least twice, and all results shall be reported to the CSO no later than March 1 of that academic year.
- Reporting of results: The school will report the school-level aggregate results of such interim and/or summative assessments to the CSO, disaggregated by grade and subgroup (students with disabilities (SWDs), English language learners (ELLs), and ED students), no later than one month after administration, or as otherwise required.

Table 1: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	K - Grade 5	K - Grade 5
Total Authorized Enrollment	300	300

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	300	300	300

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary School (ES)/Middle School (MS) Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2020-2021 school year ESEA accountability designations, CCS is *In Good Standing*.**

Academic Program for ES/MS:

- CCS currently serves children in kindergarten through Grade 5.
- CCS utilizes a co-teaching model with two certified teachers in every classroom.

- CCS employs a workshop model for ELA and math instruction, focusing on student-centered practices and the inquiry process.
- CCS offers an intervention block.

Academic Program for SWDs and ELLs:

- SWDs:
 - CCS utilizes Integrated Co-Teaching (ICT) to support SWDs enrolled in the school. The school also provides push-in and pull-out support services. The school has contracted with a Special Education Teacher Support Services (SETSS) provider to offer SETSS for Grades 4 and 5.
- ELLs:
 - The learning needs of ELLs are primarily supported through a co-teaching model, along with additional pull-out support, when needed.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 13

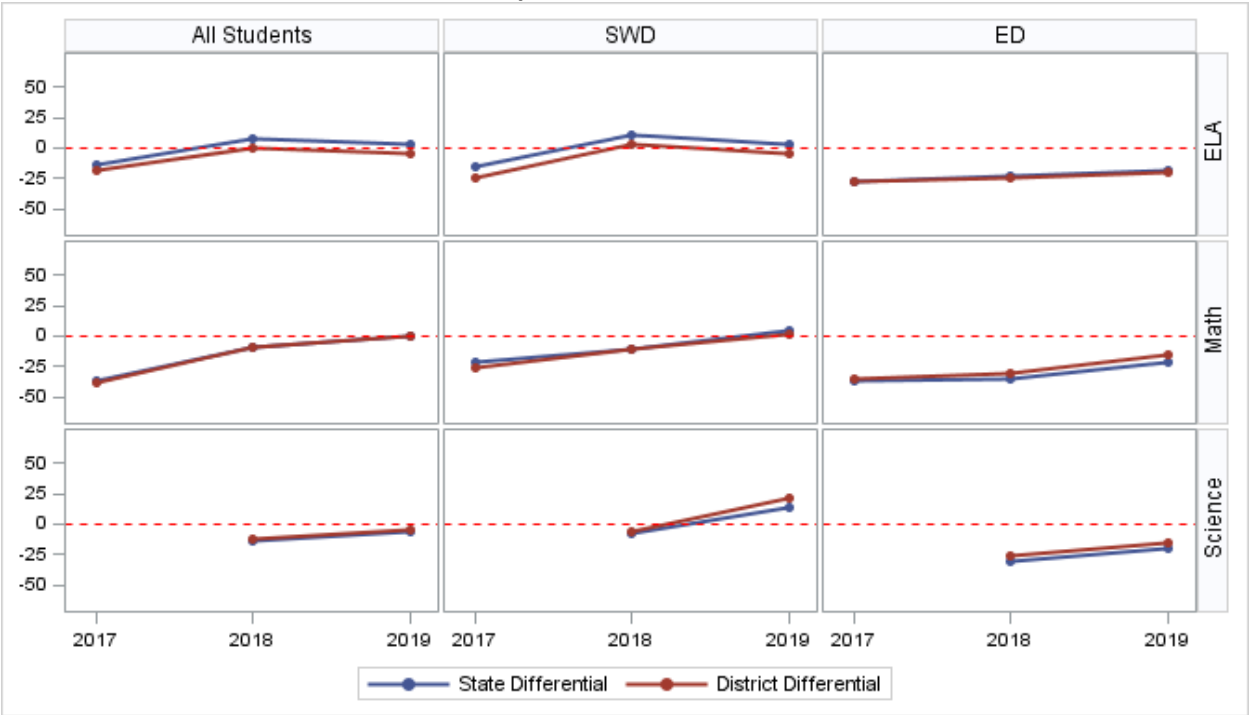


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	29%	48%	-19	43%	-14	11%	49%	-38	48%	-37	.	.	.	.	.
	2017-2018	67%	57%	+10	51%	+16	47%	54%	-7	54%	-7	.	.	.	.	.
	2018-2019	50%	60%	-10	52%	-2	50%	54%	-4	55%	-5	.	.	.	.	.
Grade 4	2017-2018	45%	57%	-12	47%	-2	32%	47%	-15	48%	-16	74%	86%	-12	88%	-14
	2018-2019	51%	58%	-7	48%	+3	55%	49%	+6	50%	+5	80%	84%	-4	86%	-6
Grade 5	2018-2019	43%	44%	-1	38%	+5	45%	47%	-2	46%	-1	.	.	.	.	.

Key Performance Area: Organizational Soundness

Financial Condition

CSS appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

NYSED monitors the school’s compliance with Benchmark 4 of the Charter School Performance Framework, which includes its near- and long-term financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. CCS’s most recent composite score is 2.10.

**Table 4: Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.25
2016-2017	2.05
2017-2018	1.82
2018-2019	2.02
2019-2020	2.10

Financial Management

The CSO reviewed CCS’s 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Though efforts to recruit, serve, and retain at-risk students enrolled have resulted in an increase in the enrollment of SWDs, the school is not yet meeting its targets for EDs or ELLs (see Table 5 below).² The school's retention rate for all students, SWDs, and ED students does not meet NYSED standards. The school reports that this is due to students leaving the school once a seat becomes available for them in a K-8 school, which the school says is more desirable for parents. The school is addressing this by exploring partnerships with district middle schools. Regarding SWDs, the school accepts all students, particularly those with low-incidence disabilities. CCS works with parents to integrate SWDs into a least restrictive setting, but some students may require different placements. CCS works closely with the student, parents, and the Committee on Special Education to ensure all SWDs are receiving appropriate services.

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

- Approved lottery weighting for ED students.
- Expanding outreach to communities with high ELL populations in close proximity to the school by building relationships with community centers and early education programs in the neighborhood.
- Creating an ELL specialist position and creating opportunities for ELL families enrolled at the school to share their experiences in their native languages on the school website.
- The school implements a co-teaching model and has an organizational structure in place to support students with disabilities as well as all students who may need additional academic or social-emotional supports.

² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 5: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2015-2016	16%	18%	-2	2%	8%	-6	33%	58%	-25
2016-2017	17%	20%	-3	1%	7%	-6	33%	57%	-24
2017-2018	25%	21%	+4	1%	7%	-6	30%	59%	-29
2018-2019	27%	21%	+6	3%	7%	-4	29%	56%	-27
2019-2020	25%	21%	+4	3%	6%	-3	26%	53%	-27

Table 6: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2015-2016	84%	82%	+2	57%	84%	-27	.	83%	-83	71%	80%	-9
2016-2017	94%	82%	+12	88%	79%	+9	100%	81%	+19	84%	82%	+2
2017-2018	86%	84%	+2	73%	81%	-8	100%	82%	+18	76%	82%	-6
2018-2019	76%	85%	-9	74%	84%	-10	100%	78%	+22	75%	83%	-8
2019-2020	67%	86%	-19	62%	84%	-22	89%	82%	+7	52%	83%	-31

Table 7: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Compass CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	198	154	78%
2016-2017	264	215	81%
2017-2018	300	261	87%
2018-2019	300	300	100%
2019-2020	300	287	96%

Legal Compliance

CCS for the most part operates in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, by-laws, and other school-specific policies. It is in compliance with federally mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law. The school has been thoughtful about revision requests and has sought feedback prior to the submission of formal requests. Over the charter term, these revisions include enrollment policy changes to support enrollment targets and changes to the organization structure, as well as policy updates. The school's enrollment met the 85 percent threshold of approved enrollment required by the Board of Regents Charter Agreement in both the 2017-2018 and 2018-2019 school years, with 87 percent and 100 percent of contracted enrollment, respectively.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 2, 2020. Sixty-one people attended, and 11 spoke in favor of the renewal. None were opposed.

As required by NYSED's Charter School Renewal Application, the school also conducted additional extensive community outreach as part of the renewal process.

Global Concepts Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for Global Concepts Charter School. The charter term would begin on July 1, 2021 and expire on June 30, 2026.**

Charter School Summary

Name of Charter School	Global Concepts Charter School
Board Chair	Dawan Jones
District of Location	Lackawanna City School District ³
Initial Commencement of Instruction	Fall 2002
Charter Term(s)	<ul style="list-style-type: none"> • Initial Term: January 16, 2002 - January 15, 2007 • First Renewal Term: January 16, 2007 - January 15, 2012 • Second Renewal Term: January 16, 2012 - June 30, 2016 • Third Renewal Term: July 1, 2016 - June 30, 2021
Current Term Authorized Grades / Approved Enrollment	K- Grade 12 / 975 students
Proposed Renewal Term Authorized Grades / Proposed Approved Enrollment	K- Grade 12 / 975 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 1001 Ridge Road, Lackawanna, NY 14218 - Private Space (K-Grade 8) • 30 Johnson Street, Lackawanna, NY 14218 - Private Space (Grades 9-12) • 170 Roland Avenue, Lackawanna, NY 14218 - Private Space (Grades 9-12) • 1159 Abbott Road, Lackawanna, NY 14220 - Private Space (Administration)

³ Thirty-one percent of all students residing in this district attend charter schools. As the total enrollment of resident students attending charter schools in this district is greater than five percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

<p>Mission Statement</p>	<p><i>The mission of the Global Concepts Charter School is to provide a top-quality educational program where students achieve high academic results; are geared towards higher education and career opportunities; become responsible, caring family and community members; are highly knowledgeable of the multicultural world they are part of; and possess the qualities and problem solving skills to collaborate peacefully in the community and worldwide.</i></p>
<p>Key Design Elements</p>	<ul style="list-style-type: none"> • The implementation of math and ELA Benchmark Assessments based on New York State Learning Standards and Performance Indicators. • Required instructional infusion of reading strategies in Science and Social Studies units of study. • Intervention teams track students who are identified as “at risk” and/or are in need of receiving academic support from Reading Specialists, Math Intervention Specialists, and educationally related support services. Thus, ensuring that all students receive timely and targeted academic support. • Students participate in Reading and Writing Workshop in which students work at the instructional level best targeting their individual needs, so that authentic learning can take place through differentiated instruction to improve student performance. • The implementation of a curriculum that infuses components of Service Learning, Creative Problem Solving, Project Based and Experiential Learning. • A commitment to teacher teaming, to promote a collaborative approach to instructional planning and facilitate sharing of best practices among teachers. • A commitment and dedication to implementing a Distributive Leadership Model; wherein teachers drive the creation of curriculum and lead and implement best practices to enhance the school’s climate and culture. • Culinary arts program: A professional chef teaches the daily hands-on course, which provides a foundation in nutrition knowledge, food preparation, cooking techniques, hospitality, and a

	gateway to entry into a career in the culinary arts field.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.p12.nysed.gov/psc/csdirectory/GlobalConceptsCharterSchool/GCCSRENSVRPT2021.pdf

Global Concepts Charter School (Global Concepts) is meeting nine out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

In February 2019, the school received a Notice of Deficiency from the CSO based on its students with disabilities and ED student enrollment deficiencies. The school was then required by NYSED to provide a CAP establishing strategies and measurable outcomes to improve operational performance. At the time of the remote site visit, the school had increased its proportion of the three identified subgroups to within acceptable differences from the district of location, and therefore the school’s deficiency status is terminated.

Charter School Performance Framework Benchmark Ratings Global Concepts Charter School

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets

2015 Performance Benchmark		Level
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Innovative and Noteworthy Programs:

Global Concepts offers robust fine arts and culinary programs and is seeking to expand its career pathway offerings to become the first charter school in the region with an approved career and technical education program.

Renewal Condition(s): Global Concepts shall:

- Devise and implement a weighted lottery for ELLs, in consultation with the CSO, no later than the 2021-2022 school year. This school shall also implement other enrollment, recruitment, and retention efforts for this subgroup so as to reduce the enrollment gap between Global Concepts and the school’s district of location before the school’s next renewal.
- Implement a local assessment plan as detailed in the school's charter and/or other interim and/or summative assessments approved by NYSED to evaluate students' academic achievement, progress, and growth, as follows:
 - Subjects: At least ELA and math.
 - Grades: Every grade in which students are enrolled.
 - Uses: The outcomes of such assessments will be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making. These assessments will supplement the use of any State assessments in authorizing decision making.
 - Schedule: The school will administer such assessments pursuant to the assessment schedule set forth in the school’s charter, but no less than once in the spring of 2021 (during the current charter term) and at least twice per academic year thereafter during the school’s proposed next charter term; provided, however, that in the academic year in which the school is next up for renewal, the assessments shall be administered at least twice, and all results shall be reported to the CSO no later than March 1 of that academic year.
 - Reporting of results: The school will report the school-level aggregate results of such interim and/or summative assessments to the CSO, disaggregated by grade and subgroup (students with disabilities (SWDs), English language learners (ELLs), and ED students), no later than one month after administration, or as otherwise required.

Table 1: Current Grade Levels and Authorized Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12
Total Authorized Enrollment	975	975	975	975	975

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12
Total Proposed Enrollment	975	975	975	975	975

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – ES/MS Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2020-2021 school year ESEA accountability designations, Global Concepts is *In Good Standing*.**

Due to the pandemic, Global Concepts shifted to remote learning. During that time, the school has largely maintained the same schedule as before the pandemic. Live instruction is being provided across all classes with both push-in and pull-out supports (through breakout rooms) from math and ELA specialists, special education teachers, and English as a New Language (ENL) teachers.

Academic Program for ES/MS/HS:

- ES:
 - Pearson Envisions had been used for math in K- Grade 8 in the 2019-2020 school year, but results were disappointing according to school leaders. A change was made to Zearn with its on-line resources and textbooks for Grades 1-8. Grades 6-8 experience eMath learning, including Algebra in both paper and on-line formats.
 - In ELA, teachers utilize The Units of Study from Columbia University Teachers College. Critical components of the ELA program include whole class read-alouds, focused mini-lessons, significant

- on-task time reading and writing with teaching support through skills groups and conferences, a mid-lesson teaching point, and a debrief of the lesson.
- Over the course of the charter period, as described by school leaders, Global Concepts adopted and implemented the Next Generation Science Standards and added STEM components. A professor from Fredonia State consulted with the teaching team who became turnkeys over time. Classroom lessons were used as resources. During the summer of 2018, a focus group of teachers led by national science education expert Dr. Mike Jabot worked to create new curriculum maps and a framework to enhance laboratory experiences in the classrooms.
- Social studies instruction has a dedicated time, and through the efforts of a K-12 curriculum committee and its monthly meetings, teacher voice and choice have a place in identifying “purposeful learning,” as described by school leadership.
- HS:
 - Teachers continue to create their own instructional materials by adhering to the following respective curricular standards:
 1. English Language Arts – NYS NextGen Learning Standards for ELA.
 2. Mathematics - Common Core standards and transitioning to NYS NextGen Math Learning Standards.
 3. Social Studies – NYS NextGen Learning Standards for Literacy in History/Social Studies and the NYS Grades 9-12 Social Studies Framework.
 4. Science – NYS core curriculum and transitioning to NYS P-12 Science Learning.
 5. Standards as guided by NextGen Science Standards and STEM initiatives.
 - Changes to assessments include teacher-developed benchmark assessments, unit and mid-term tests using Regents exam-type questions. Students are remote, but teachers use live instruction in a kind of a flip model.

Academic Program for SWDs and ELLs:

- SWDs:
 - To meet the needs of SWDs, Global Concepts employs 11 certified special education teachers who currently provide consultant teacher and resource room services. Related services (counseling, occupational therapy, physical therapy, and speech therapy) are also provided in accordance with individualized education program (IEP) specifications.
 - During remote learning, special education teachers are modifying assignments based on IEPs and student needs, creating lesson plans to target IEP annual goals, and using technological resources to provide modifications.
- ELLs:
 - To support students identified as ELLs, Global Concepts employs seven ENL teachers across K - Grade 12 and uses a push-in/pull-out model that complies with State-designated minimum minutes of instruction.
 - During remote learning, ENL teachers push-in to core content classes and provide tailored support in breakout rooms, host their own Google classrooms with ELLs to provide further language, reading, writing, listening, speaking, grammar, and spelling support, and utilize other technology features, including Google Hangout and other chat features, to respond to student questions.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Lackawanna City School District

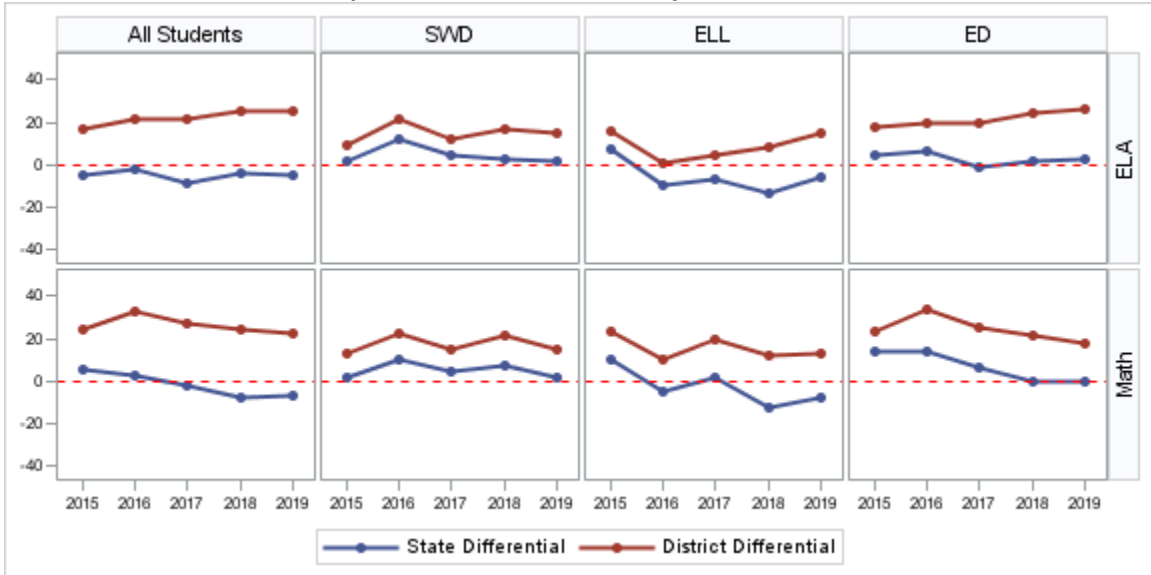


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math				
		Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS	Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	26%	9%	+17	31%	-5	43%	19%	+24	38%	+5
	2015-2016	36%	15%	+21	38%	-2	42%	9%	+33	39%	+3
	2016-2017	31%	10%	+21	40%	-9	38%	11%	+27	40%	-2
	2017-2018	41%	16%	+25	45%	-4	37%	13%	+24	45%	-8
	2018-2019	40%	15%	+25	45%	-5	40%	18%	+22	47%	-7
SWD	2014-2015	9%	0%	+9	7%	+2	14%	1%	+13	12%	+2
	2015-2016	21%	0%	+21	9%	+12	22%	0%	+22	12%	+10
	2016-2017	15%	3%	+12	11%	+4	18%	3%	+15	14%	+4
	2017-2018	19%	2%	+17	16%	+3	24%	3%	+21	17%	+7
	2018-2019	17%	2%	+15	15%	+2	19%	4%	+15	17%	+2
ELL	2014-2015	17%	1%	+16	10%	+7	29%	6%	+23	19%	+10
	2015-2016	3%	2%	+1	13%	-10	15%	5%	+10	20%	-5
	2016-2017	5%	1%	+4	12%	-7	21%	1%	+20	19%	+2
	2017-2018	11%	3%	+8	25%	-14	16%	4%	+12	29%	-13
	2018-2019	19%	4%	+15	25%	-6	23%	10%	+13	31%	-8
ED	2014-2015	25%	7%	+18	21%	+4	41%	18%	+23	27%	+14
	2015-2016	33%	13%	+20	27%	+6	42%	8%	+34	28%	+14
	2016-2017	28%	8%	+20	29%	-1	35%	10%	+25	29%	+6
	2017-2018	37%	13%	+24	35%	+2	34%	13%	+21	34%	0
	2018-2019	39%	13%	+26	36%	+3	36%	18%	+18	36%	0

Student Performance – HS Outcomes

The school has demonstrated strong academic performance in regard to cohort Regents exam outcomes in the high school grades, outperforming the State average in all subjects. **According to the 2020-2021 school year ESEA accountability designations, Global Concepts is *In Good Standing*.**

Table 4: High School Cohort Graduation Rates

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS	Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS	Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS	Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS
2011 Cohort	4 Year	63	95%	80%	+15	7	100%	54%	+46	.	.	.	.	48	94%	73%	+21
	5 Year	63	95%	84%	+11	7	100%	60%	+40	.	.	.	.	48	94%	79%	+15
	6 Year	63	95%	85%	+10	7	100%	62%	+38	.	.	.	.	48	94%	81%	+13
2012 Cohort	4 Year	56	95%	82%	+13	.	.	.	.	.	.	.	.	44	93%	75%	+18
	5 Year	57	96%	85%	+11	.	.	.	.	.	.	.	.	45	96%	80%	+16
	6 Year	57	96%	86%	+10	.	.	.	.	.	.	.	.	45	96%	82%	+14
2013 Cohort	4 Year	68	93%	82%	+11	9	100%	58%	+42	.	.	.	.	54	91%	76%	+15
	5 Year	70	93%	85%	+8	10	90%	64%	+26	.	.	.	.	55	93%	80%	+13
	6 Year	70	94%	86%	+8	10	100%	66%	+34	.	.	.	.	55	93%	82%	+11
2014 Cohort	4 Year	60	92%	83%	+9	.	.	.	.	.	.	.	.	41	93%	76%	+17
	5 Year	57	96%	86%	+10	.	.	.	.	.	.	.	.	39	97%	81%	+16
	6 Year	57	96%	87%	+9	.	.	.	.	.	.	.	.	39	97%	83%	+14
2015 Cohort	4 Year	75	97%	83%	+14	9	1	0.62	+38	.	.	.	.	51	98%	77%	+21
	5 Year	75	99%	87%	+12	9	1	0.67	+33	.	.	.	.	51	98%	82%	+16
2016 Cohort	4 Year	61	95%	85%	+10	.	.	.	.	5	100%	63%	+37	48	96%	80%	+16

Key Performance Area: Organizational Soundness

Financial Condition

Global Concepts appears to be in sound financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

The CSO reviewed Global Concepts’ 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

NYSED monitors the school’s compliance with Benchmark 4 of the Charter School Performance Framework, which includes its near- and long-term financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html).

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Global Concepts’ most recent composite score is 3.00.

**Table 5: Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	3.00
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00

Financial Management

The CSO reviewed Global Concepts' 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Through efforts toward increasing the percentage of at-risk students enrolled, the school comes close to meeting its targets for all special population subgroups (see Table 6 below). The percentage of SWDs and ELLs being served by the school has increased over the charter term.

The school is making good faith efforts to recruit, serve, and retain at-risk students.⁴ Global Concepts anticipates implementing a weighted lottery during the 2020-2021 school year to give SWDs an increased chance of admission during the next charter term.

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

- The school has developed a brochure which is targeted toward recruitment of students with disabilities and details all available special education services and reiterates the school's commitment to meeting all students' individual needs.
- The school advertises in the special education edition of the *Western New York Family* magazine and the *Parent Network of Western New York*.

⁴ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

- The school communicates regularly with the chairs of the Committees on Special Education of the Buffalo and Lackawanna City School Districts to ensure their knowledge of available services at Global Concepts.
- Global Concepts' website provides explicit information about how the needs of SWDs and ELLs are met through programming, and the school disseminates all literature in multiple languages.
- The board has created a diversity recruitment committee, in part to address enrollment of these subgroups.
- The board regularly collaborates with school leadership to emphasize better identification and reporting regarding ELLs and SWDs, as well as investing additional resources for strategic recruitment efforts.

Table 6: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District
2015-2016	7%	21%	-14	9%	19%	-10	81%	88%	-7
2016-2017	10%	20%	-10	9%	19%	-10	81%	89%	-8
2017-2018	8%	20%	-12	12%	21%	-9	66%	89%	-23
2018-2019	11%	18%	-7	13%	21%	-8	72%	80%	-8
2019-2020	11%	19%	-8	12%	22%	-10	79%	83%	-4

Table 7: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District
2015-2016	90%	84%	+6	90%	81%	9	95%	86%	+9	91%	83%	+8
2016-2017	89%	86%	+3	90%	86%	+4	89%	89%	0	89%	85%	+4
2017-2018	86%	86%	0	89%	85%	+4	82%	84%	-2	87%	85%	+2
2018-2019	88%	84%	+4	88%	84%	+4	87%	84%	+3	88%	84%	+4
2019-2020	88%	82%	+6	88%	83%	+5	94%	80%	+14	88%	84%	+4

Table 8: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Global Concepts CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	975	943	97%
2016-2017	975	964	99%
2017-2018	975	940	96%
2018-2019	975	952	98%
2019-2020	975	946	97%

Legal Compliance

The school operates in accordance with the law and the provisions of its charter. It is also in compliance with federally mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the Lackawanna City School District on September 30, 2020. There were no attendees, and, as such, there were no speakers either in favor of or opposed to the proposed revision and renewal.

As required by NYSED’s Charter School Renewal Application, the school also conducted additional community outreach as part of the renewal process.

Growing Up Green Charter School II

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of four years for Growing Up Green Charter School II. The charter term would begin on July 1, 2021 and expire on June 30, 2025.**

Charter School Summary

Name of Charter School	Growing Up Green Charter School II
Board Co-Chairs	Kathryn Klingenstein and Kate Hooker
District of Location	NYC CSD 28 ⁵
Initial Commencement of Instruction	Fall 2016
Charter Term(s)	Initial Term: September 1, 2016 - June 30, 2021
Current Term Authorized Grades / Authorized Enrollment	K - Grade 6 / 542 students
Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment	K - Grade 8 / 748 students ⁶
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 84-35 152nd Street, Jamaica - Private Space • 89-25 161st Street, Jamaica - Private Space
Mission Statement	<i>The Growing Up Green Charter School II empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUG II will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.</i>
Key Design Elements	<ul style="list-style-type: none"> • Dedication to Academic Rigor. • Expansive Support Services that include: <ul style="list-style-type: none"> ○ Integrated Co-Teaching and Special Education Teacher Support Services. ○ Intervention. ○ English language learners. ○ Counseling. • Hands-On Learning in the Local Environment. • Actionable Assessment System. • Green Education. • Deliberate School Culture. • Professional Environment.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.p12.nysed.gov/psc/csdirectory/GrowingUpGreenCharterSchoolII/GUGIIRENRPT2021.pdf

⁵ Four percent of all students residing in this district attend charter schools.

⁶ In 2020, the Board of Regents approved a revision to GUG II’s charter to add middle school grades and gradually expand enrollment each year, up to a total of 812 students in K - Grade 8 in the 2026-2027 school year. The grades and enrollment in the current renewal recommendation reflect that prior approval and will allow currently enrolled 6th graders to continue in the school.

Growing Up Green Charter School II (GUG II) is meeting six out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

Charter School Performance Framework Benchmark Ratings Growing Up Green Charter School II

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Innovative and Noteworthy Programs:

- GUG II connects classroom learning with real-world, multi-sensory experiences through field trips and residencies with local artists. The school gives students a chance to explore the communities in and around New York City Community School District (NYC CSD) 28 with field trips to locations such as Alley Pond Park, Queens Botanical Garden, and the Queens Museum. In addition, GUG II invites local

artists to come to the school and engage students in unique cultural activities such as Nigerian dance and Native American cordage.

- GUG II has established a nurturing community dedicated to supporting the academic and social-emotional needs of its students. During the COVID-19 pandemic, the school has worked to ensure that all students have internet connectivity and the technology to support remote learning. The school has opened a food pantry to support families that are experiencing food insecurity.

Renewal Condition(s): GUG II shall:

- Develop and implement a multi-step comprehensive process compliant with all State requirements to ensure that all school employees have fingerprint clearance prior to their start date at the school and that the records GUG II maintains accurately reflect those clearances. GUG II will submit such school board approved policy, including the identification and training of applicable staff members, to NYSED’s CSO for review and approval no later than May 30, 2021 (in the school’s current charter term).
- Implement a local assessment plan as detailed in the school's charter and/or other interim and/or summative assessments approved by NYSED to evaluate students' academic achievement, progress, and growth, as follows:
 - Subjects: At least ELA and math.
 - Grades: Every grade in which students are enrolled.
 - Uses: The outcomes of such assessments will be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making. These assessments will supplement the use of any State assessments in authorizing decision making.
 - Schedule: The school will administer such assessments pursuant to the assessment schedule set forth in the school’s charter, but no less than once in the spring of 2021 (during the current charter term) and at least twice per academic year thereafter during the school’s proposed next charter term; provided, however, that in the academic year in which the school is next up for renewal, the assessments shall be administered at least twice, and all results shall be reported to the CSO no later than March 1 of that academic year.
 - Reporting of results: The school will report the school-level aggregate results of such interim and/or summative assessments to the CSO, disaggregated by grade and subgroup (students with disabilities (SWDs), English language learners (ELLs), and ED students), no later than one month after administration, or as otherwise required.

Table 1: Current Grade Levels and Authorized Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 6
Total Approved Enrollment	166	249	336	420	542

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment⁷

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	624	697	721	748

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – ES/MS Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. In evaluating academic outcomes for GUG II, NYSED notes that the majority of students attending GUG II reside in NYC CSD 28, the school’s district of location. The half of this community school district that lies south of the Grand Central Parkway, where GUG II is located and draws students from, is significantly more disadvantaged and has generally lower academic outcomes when compared to the northern half of the district. **According to the 2020-2021 school year ESEA accountability designations, GUG II is In Good Standing.**

Academic Program for ES/MS:

- ES:
 - GUG II utilizes the Teachers College Reading and Writing Project *Units of Study* as the basis for its ELA curriculum, which the school supplements with NYSED Curricular Modules. *Wilson Foundations* is used by the school to support phonics instruction in the early elementary grades. The school utilizes *TERC Investigations* and *Engage NY* for its math instruction. It is supplemented by *Mathematics in the City* to support application of mathematical knowledge, fluency, and efficiency in computation. GUG II has also introduced Cognitively Guided Instruction to support the development of a student-centered approach to problem solving. GUG II’s development of Explore and Discover Time (ED Time) incorporates NYSED’s social studies framework along with academic practices across grade levels. The focus of ED Time and its corresponding project-based work expands each year (K - Grade 5), beginning with “Self and Others” in kindergarten and gradually branching out to a study of “the Western Hemisphere” in Grade 5. GUG II treats science as a special class in the elementary grades and follows NYSED K-12 learning standards, while maintaining a special focus on sustainability.

The school has a robust assessment system that includes the school-developed Looking Forward/ Looking Back assessment, which tracks how well students have mastered NYS learning standards that have been taught. As a result of analyzing student assessments, the school has made adjustments to its instructional program. The school has instituted guided reading blocks for each

⁷ As noted above, per the Board of Regents’ 2020 approval of GUG II’s charter revision, the school has already been authorized to add middle school grades and correspondingly expand enrollment each year, eventually serving 784 students in K - Grade 8 in the 2025-2026 school year and 812 students in K - Grade 8 in the 2026-2027 school year.

grade level, as well as small-group instruction and increased support services. K - Grade 2 classes have increased their focus on phonics instruction to support reading fluency. Content coordinators have also added an instructional focus on student writing to support students' ability to respond to the writing tasks that are part of the State testing program. The school has also increased instructional time in math to focus on problem-solving skills and has instituted a Saturday Academy for additional support.

- MS:
 - The school has begun serving 6th grade students this year and is planning on adding Grades 7 and 8 over the next two years. The configuration of the MS also includes Grade 5. In order to help students in their transition to the MS, the MS utilizes many of the practices of the ES's instructional program while deepening the intellectual rigor through Socratic seminars and other forms of academic discourse.

Academic Program for SWDs and ELLs:

- SWDs:
 - The school's response to intervention (RtI) program includes progress monitoring of students who receive special education (SPED) services. The Student Success Committee regularly monitors these students' progress toward the goals articulated in their individualized education programs (IEPs).
 - The school offers integrated co-taught classes in K- Grade 5; in these classes, 40 percent of the students receive special educational services and 60 percent are general educational students. All ICT classes are taught by a general education teacher and a SPED instructor.
 - The school employs two learning specialists who provide mandated special education teacher support services in math and ELA as well as push-in or pull-out support for struggling students who have been identified through the school's RtI process.
 - The school provides speech, occupational, and physical therapy by trained specialists and brings in one part-time hearing teacher to assist students who are hearing impaired.
 - The school provides mandatory and nonmandatory counseling to students.
- ELLs:
 - The school has two ENL specialists who support ELLs through push-in and pull-out services.
 - ENL specialists support teachers and other staff members by providing instructional tools, identifying and implementing technological resources, and working with the families of ELL students.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 28

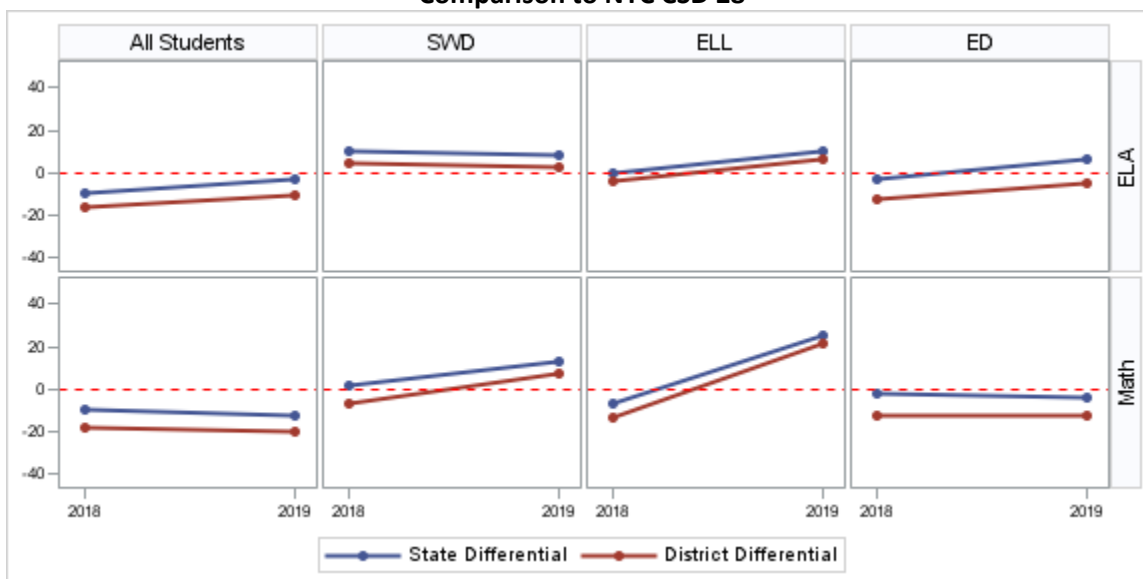


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math				
		Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS	Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS
All Students	2017-2018	41%	57%	-16	51%	-10	44%	62%	-18	54%	-10
	2018-2019	47%	58%	-11	50%	-3	39%	59%	-20	52%	-13
SWD	2017-2018	33%	29%	+4	23%	+10	30%	37%	-7	28%	+2
	2018-2019	28%	25%	+3	20%	+8	37%	30%	+7	24%	+13
ELL	2017-2018	33%	37%	-4	33%	0	33%	47%	-14	40%	-7
	2018-2019	43%	37%	+6	33%	+10	64%	43%	+21	39%	+25
ED	2017-2018	37%	50%	-13	40%	-3	41%	54%	-13	43%	-2
	2018-2019	46%	51%	-5	40%	+6	38%	51%	-13	42%	-4

Key Performance Area: Organizational Soundness

Financial Condition

GUG II appears to be in adequate and improving financial condition, as evidenced by performance on key indicators derived from the school’s independently audited financial statements. These factors include an improving composite score and consideration of the fact that temporary financial circumstances are having an outsized negative impact on the composite score formula.

NYSED monitors the school’s compliance with Benchmark 4 of the Charter School Performance Framework, which includes its near- and long-term financial condition. Unless otherwise indicated,

financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health.

**Table 4: Composite Scores
2016-2017 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2016-2017	.85
2017-2018	-.18
2018-2019	1.18
2019-2020	1.41

GUG II’s composite score has been impacted in recent years by a significant long-term liability for deferred rent expense. This indicates that they are making building improvements in lieu of rent. The school’s composite score has substantially improved and is now 1.41, which is close to the NYSED standard.

Financial Management

The CSO reviewed GUG II’s 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Through efforts toward increasing the percentage of at-risk students enrolled, the school is close to, but not yet meeting, its targets for ELLs (see Table 5 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.⁸ Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Inviting parents to open house events at the school by distributing pamphlets and flyers and posting notices on the school website. During open houses, families learn about the school’s

⁸ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

academic program, extended school day and year schedule, expectations for student behavior, and opportunities for parental involvement.

- Partnering with community-based organizations, many serving at-risk youth/families, who share recruitment information with families, recommend students to the school, or invite the school to give presentations.
- Targeting pre-K families in the area and distributing flyers at popular subway stations and other locations in the area.
- Distributing recruitment materials that highlight the school’s intervention services. To attract SWDs, the school’s recruitment materials describe the school’s inclusion model, SPED services, and counseling support. In addition, the director of special education participates in recruitment activities. To attract more ELLs, GUG II translates its recruitment materials, which also include a description of the school’s ENL program.
- Employing bilingual staff who are available to assist families with the application process.
- Backfilling vacant seats and creating a waitlist for seats that may become vacant over the course of the school year.

Table 5: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District
2016-2017	26%	18%	+8	10%	17%	-7	78%	63%	+15
2017-2018	22%	18%	+4	13%	18%	-5	81%	68%	+13
2018-2019	22%	18%	+4	14%	19%	-5	79%	67%	+12
2019-2020	21%	17%	+4	13%	20%	-7	72%	66%	+6

Table 6: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District
2017-2018	82%	88%	-6	84%	87%	-3	94%	89%	+5	80%	87%	-7
2018-2019	80%	87%	-7	71%	87%	-16	64%	88%	-24	78%	86%	-8
2019-2020	82%	87%	-5	79%	86%	-7	75%	86%	-11	83%	87%	-4

Table 7: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Growing Up Green CS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	166	184	111%
2017-2018	249	255	102%
2018-2019	336	359	107%
2019-2020	420	434	103%

Legal Compliance

GUG II generally operates in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, by-laws, and other school-specific policies. It is in compliance with federally mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law. School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 27, 2020. Thirteen people attended, and three people spoke, all of whom were in favor of the renewal.

As required by NYSED’s Charter School Renewal Application, the school also conducted additional extensive community outreach as part of the renewal process.

Harriet Tubman Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of three years for Harriet Tubman Charter School. The charter term would begin on July 1, 2021 and expire on June 30, 2024.**

Charter School Summary

Name of Charter School	Harriet Tubman Charter School
Board Chair	Jerima DeWese Bowens
District of Location	NYC CSD 9 ⁹
Initial Commencement of Instruction	Fall 2001
Charter Term(s)	<ul style="list-style-type: none"> • Initial Term: January 13, 2000 – January 12, 2005 • First Renewal Term: January 13, 2005 - January 12, 2007 • Second Renewal Term: January 13, 2007 - June 30, 2007 • Third Renewal Term: July 1, 2007 - June 30, 2009 • Fourth Renewal Term: July 1, 2009 - June 30, 2011 • Fifth Renewal Term: July 1, 2011 - June 30, 2016 • Sixth Renewal Term: July 1, 2016 - June 30, 2021
Current Term Authorized Grades / Authorized Enrollment	K - Grade 8 / 675 students
Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment	K - Grade 8 / 675 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 3565 Third Avenue, Bronx - Private Space • 1176 Franklin Avenue, Bronx - Private Space
Mission Statement	<p><i>The Harriet Tubman Charter School is committed to helping each child develop to his or her full potential. We recognize that all human beings are endowed with unique talents and gifts, and we believe that the process of schooling should lead each student to the realization, development and expression of his or her potential. We are a performance-based charter school created to serve the children of the Southeast Bronx while exploring the heritage of many cultures represented in our neighborhood. We are an extended family of students, teachers, parents and community members who promote the educational achievements of our children through a relentless focus on high academic standards for all. HTCS is designed to help students develop the</i></p>

⁹ Twenty-two percent of all students residing in this district attend charter schools. As the total enrollment of resident students attending charter schools in this district is greater than five percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

	<i>skills to become leaders who read, think, write and communicate at high levels. Our mission is to prepare our children for success throughout their college years and beyond.</i>
Key Design Elements	<ul style="list-style-type: none"> • Research-based curriculum. • Proven instructional methodologies. • Array of assessment tools. • School management plan focused on improvement of learning environment. • Essential core values that guide all interactions (wisdom, courage, compassion, hope, respect, responsibility and integrity). • Ongoing professional development. • Management strategies that align to school’s mission and vision to the budget, resources, curriculum and professional development. • Processes for meaningful parental engagement. • Shared leadership among faculty, administrators and the Board of Trustees. • Support systems that align with the school’s mission and vision.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.p12.nysed.gov/psc/csdirectory/HarrietTubmanCharterSchool/HTCSRENRP2021.pdf

Harriet Tubman Charter School (HTCS) is meeting seven out of the 10 benchmarks set forth in the 2015 Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

In February 2019, the school received a Notice of Deficiency from the CSO based on its enrollment and operational deficiencies (e.g., Certificate of Occupancy, fire inspection, budget, and compliance). The school was then required by NYSED to provide a CAP establishing strategies and measurable outcomes to improve operational performance. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the CSO. The CAP will be closely monitored, and NYSED will report to the Regents as necessary.

**Charter School Performance Framework Benchmark Ratings
Harriet Tubman Charter School**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Innovative and Noteworthy Programs: The HTCS academic program was implemented effectively over the current charter term and produced academic outcomes that exceed those of New York City Community School District 9 (NYC CSD 9), as well as overall New York State (NYS) performance in both ELA and mathematics. These outcomes were attained for all students and those in each of the three student subpopulations (SWDs, ELLs, and ED students) over all three years of the charter term in which State testing data was available. Additionally, all HTCS students who took the Algebra 1 Regents exam in 2017, 2018, and 2019 achieved passing scores of 65 percent or higher. This exceeds the NYS average performance in Algebra 1. Additionally, HTCS has used interdisciplinary instruction and partnerships with

Claremont Neighborhood Center and Bronx Community College to integrate a STEAM (science, technology, engineering, the arts, and mathematics) approach into its education program.

Renewal Conditions: HTCS shall:

- Develop and implement communication protocols that enable the CSO to have immediate, direct, and ongoing written and verbal communication with various school stakeholders for all monitoring and oversight activities pursuant to NYS Education Law, the school’s charter agreement, and the CSO Monitoring Plan. This plan, which is subject to CSO approval, shall be implemented no later than the start of the 2021-2022 school year.
- Develop and implement a weighted lottery policy, in consultation with NYSED’s CSO, for SWDs for implementation no later than the 2021-2022 school year.
- Implement a local assessment plan as detailed in the school's charter and/or other interim and/or summative assessments approved by NYSED to evaluate students' academic achievement, progress, and growth, as follows:
 - Subjects: At least ELA and math.
 - Grades: Every grade in which students are enrolled.
 - Uses: The outcomes of such assessments will be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making. These assessments will supplement the use of any State assessments in authorizing decision making.
 - Schedule: The school will administer such assessments pursuant to the assessment schedule set forth in the school’s charter, but no less than once in the spring of 2021 (during the current charter term) and at least twice per academic year thereafter during the school’s proposed next charter term; provided, however, that in the academic year in which the school is next up for renewal, the assessments shall be administered at least twice, and all results shall be reported to the CSO no later than March 1 of that academic year.
 - Reporting of results: The school will report the school-level aggregate results of such interim and/or summative assessments to the CSO, disaggregated by grade and subgroup (students with disabilities (SWDs), English language learners (ELLs), and ED students), no later than one month after administration, or as otherwise required.

Table 1: Current Grade Levels and Authorized Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	675	675	675	675	675

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	675	675	675

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – ES/MS Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2020-2021 school year ESEA accountability designations, HTCS is *In Good Standing*.**

Academic Program for ES/MS:

- HTCS is divided into an Elementary Academy, which spans kindergarten through Grade 4, and a Junior Academy, spanning Grades 5 through 8. There are three classes per grade. The academies are housed in separate buildings. The school is seeking to house both academies in a single facility when viable to do so.
- The academic program is led by a principal, two academy directors, and a coach/staff developer who supports teachers in both academies. The program is supported by specialized staff to serve the needs of SWDs and ELLs, as well as students with other learning or social-emotional needs.
- Instruction is implemented in a weekly schedule that moves from direct instruction to guided practice to small group or partner work to independent work. Student learning outcomes are assessed on Fridays to inform instruction for the upcoming week.
- A common approach to the planning and delivery of lessons can be seen within and across grade levels. Clear learning objectives, implementation of the gradual release model, and a focus on questioning and feedback were evident in all classrooms observed during the renewal site visit, as well as in prior site visits during the charter term.
- HTCS employs a variety of assessments to monitor and document student progress, including monthly standardized assessment of literacy and mathematics skills, periodic curricular assessments, and diagnostic assessment, as needed, to determine specific learning needs. The school’s strong academic outcomes in the NYS testing program over the charter term document alignment between school-based assessments and State learning expectations.
- As the COVID-19 pandemic forced schools to initially transition to fully remote instruction, HTCS school leaders and teachers are implementing student-centered interactive instruction and differentiated instructional strategies within the digital platform. HTCS is monitoring the effectiveness of remote instruction through its established structures for ongoing review of quantitative and qualitative data to evaluate the effectiveness of instruction and any modifications that should be made.

- Elementary Academy curriculum:
 - *Core Knowledge Language Arts for K-3*
 - *Reading Fundamentals*
 - *Understanding by Design*
 - *Envision Math*
 - *A Closer Look* (science)
 - McGraw Hill *Social Studies*
 - *Engage NY*
- Junior Academy curriculum:
 - *Ready New York: Next Generation Learning Standards for ELA and Mathematics*
 - *Springboard*
 - Houghton Mifflin *Dimensions Science, Social Studies*
 - *Engage NY*

Academic Program for SWDs and ELLs:

- SWDs are served in integrated co-teaching (ICT) classrooms with in-class differentiated support and targeted intervention delivered outside of the classroom by the special education coordinator and special services teachers. According to the school and to comments prepared by the NYCDOE Committee on Special Education (CSE), the relationship is positive and effective in planning for the needs of students with disabilities.
- ELLs are supported with differentiated curricular materials and English as New Language teachers pushing into the classroom to provide targeted small group or individual support. Small group or individual targeted instruction is also provided outside of the classroom.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 9

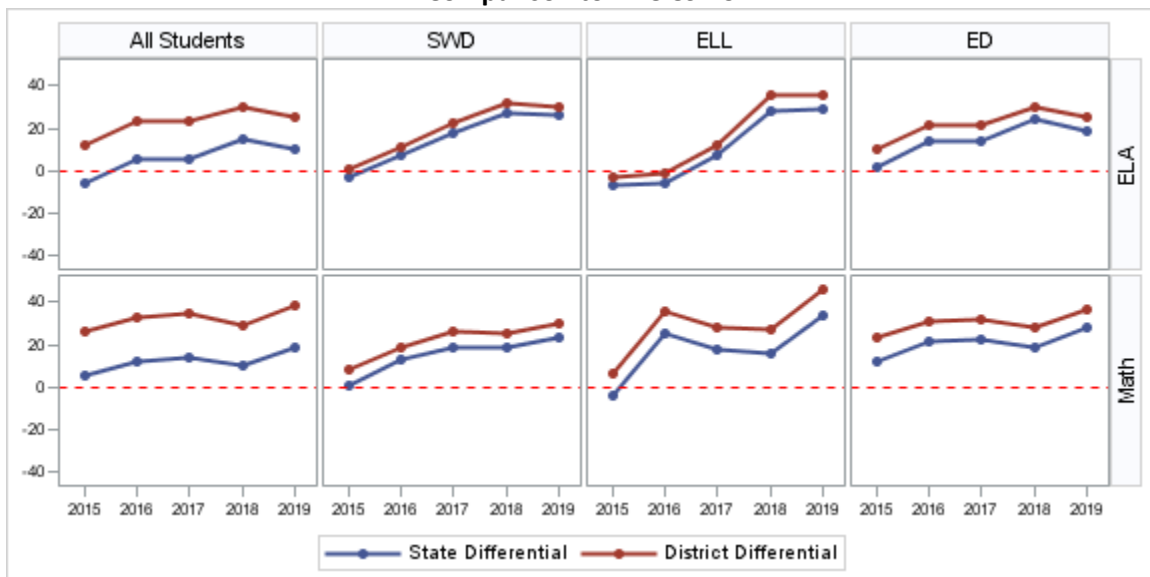


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2014-2015	25%	13%	+12	31%	-6	43%	17%	+26	38%	+5
	2015-2016	43%	20%	+23	38%	+5	51%	18%	+33	39%	+12
	2016-2017	45%	22%	+23	40%	+5	54%	19%	+35	40%	+14
	2017-2018	60%	30%	+30	45%	+15	55%	26%	+29	45%	+10
	2018-2019	55%	30%	+25	45%	+10	66%	28%	+38	47%	+19
SWD	2014-2015	4%	3%	+1	7%	-3	13%	5%	+8	12%	+1
	2015-2016	16%	5%	+11	9%	+7	25%	6%	+19	12%	+13
	2016-2017	29%	7%	+22	11%	+18	33%	7%	+26	14%	+19
	2017-2018	43%	11%	+32	16%	+27	36%	11%	+25	17%	+19
	2018-2019	41%	11%	+30	15%	+26	40%	10%	+30	17%	+23
ELL	2014-2015	3%	6%	-3	10%	-7	15%	9%	+6	19%	-4
	2015-2016	7%	8%	-1	13%	-6	45%	9%	+36	20%	+25
	2016-2017	19%	7%	+12	12%	+7	37%	9%	+28	19%	+18
	2017-2018	53%	17%	+36	25%	+28	45%	18%	+27	29%	+16
	2018-2019	54%	18%	+36	25%	+29	65%	19%	+46	31%	+34
ED	2014-2015	23%	13%	+10	21%	+2	39%	16%	+23	27%	+12
	2015-2016	41%	20%	+21	27%	+14	49%	18%	+31	28%	+21
	2016-2017	43%	22%	+21	29%	+14	51%	19%	+32	29%	+22
	2017-2018	59%	29%	+30	35%	+24	53%	25%	+28	34%	+19
	2018-2019	55%	30%	+25	36%	+19	64%	27%	+37	36%	+28

Key Performance Area: Organizational Soundness

Financial Condition

HTCS appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

NYSED monitors the school’s compliance with Benchmark 4 of the Charter School Performance Framework, which includes its near- and long-term financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. HTCS’s most recent composite score is 2.60.

**Table 4: Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	.90
2016-2017	2.00
2017-2018	1.68
2018-2019	2.21
2019-2020	2.60

Financial Management

The CSO reviewed HTCS’s 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

The school is not yet meeting its targets for all of the special population subgroups (see Table 5 below).

The school’s efforts toward recruiting at-risk students have yielded limited results for SWDs.¹⁰ The school is trending in a positive direction for ELLs and ED students. Over the charter term, enrollment of SWDs and ELLs at HTCS has remained between 13 and 16 percentage points below that of the district of location. There is no distinct trend showing improvement in SWD subgroup enrollment. The school’s enrollment of ELLs has shown a slight gradual increase each year, from 12 percent in 2016-2017 to 17 percent in 2019-2020. The enrollment of ED students is also below that of the district of location, although the differential has shown a substantial improvement over the charter term, ending at an 11 percentage-point differential with the district of location. HTCS is meeting retention targets for its students in all three subgroup categories. Students are retained at the school at a higher rate than similar student populations are retained in NYC CSD 9. HTCS has a lottery weighting for SWDs, ELLs, and ED students.

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

- Informing the Bronx Borough Enrollment Office of the school’s programs and services for SWDs and ELLs.
- Building relationships between HTCS special populations instructional staff and potential community partners.

¹⁰ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

- Visiting early intervention programs to provide information about the school’s intervention services.
- Hiring a parent coordinator who is familiar with the community and fluent in Spanish.
- Surveying families of enrolled students to determine whether students identify as SWDs or ELLs.
- Implementing professional development efforts focused on the internal identification and instruction of enrolled students who may require special services.
- Improving the school’s relationship with the CSE.
- Strengthening program services for SWDs and engaging in professional development activities in collaboration with the CSE.
- Offering ICT classes in Grades 1-8.
- Redesigning the school’s marketing materials to highlight the school’s programs and services for SWDs and ELLs.
- Providing social and emotional supports, extended day programs, and Saturday school.

Table 5: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2015-2016	13%	24%	-11	12%	29%	-17	66%	91%	-25
2016-2017	11%	24%	-13	12%	27%	-15	68%	91%	-23
2017-2018	11%	25%	-14	14%	30%	-16	80%	94%	-14
2018-2019	11%	25%	-14	16%	30%	-14	88%	94%	-6
2019-2020	10%	25%	-15	17%	30%	-13	82%	94%	-12

Table 6: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2015-2016	79%	78%	+1	74%	78%	-4	78%	80%	-2	79%	78%	+1
2016-2017	80%	78%	+2	76%	77%	-1	87%	80%	+7	79%	78%	+1
2017-2018	77%	79%	-2	74%	80%	-6	85%	80%	+5	78%	79%	-1
2018-2019	77%	78%	-1	62%	78%	-16	86%	79%	+7	78%	78%	0
2019-2020	81%	77%	+4	73%	78%	-5	84%	79%	+5	80%	78%	+2

Table 7: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Harriet Tubman CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	675	663	98%
2016-2017	675	689	102%
2017-2018	675	668	99%
2018-2019	675	682	101%
2019-2020	675	664	98%

Legal Compliance

HTCS generally does not operate in accordance with all applicable laws, regulations, rules, and other policies, including the terms of its charter, by-laws, and other school-specific policies. The CSO issued Notices of Deficiency, which have identified problems such as failure to complete required annual Trustee Disclosure Forms, failure to obtain fire inspections and certificates of occupancy, failure to meet fiscal/budget targets, and failure to enroll comparable numbers of students from each of the three subgroup populations. The school has experienced recurring board deficiencies, failure to meet meeting notice requirements, late board submissions, and failure to appoint a Treasurer to the board of trustees as required in the HTCS by-laws. The board does not hold meetings in accordance with the Open Meetings Law.

In addition, the CSO has experienced difficulties conducting monitoring and oversight of HTCS due to the board's hindrance of direct and ongoing communication between the CSO and various school stakeholders. This obstruction impedes the CSO's ability to provide monitoring and oversight of the school pursuant to the Education Law, the school's charter, and NYSED's CSO Monitoring Plan.

The school is in compliance with federally mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 28, 2020. Five people attended. No one spoke, and, as such, there was no one in favor of or opposed to the proposed renewal.

As required by NYSED's Charter School Renewal Application, the school also conducted additional extensive community outreach as part of the renewal process.

Niagara Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for Niagara Charter School. The charter term would begin on July 1, 2021, and expire on June 30, 2026, and the school would be permitted to revise its charter to amend a key design element of the school’s calendar from 190 instructional days to 180 instructional days to align to the calendar of the district of residence of the majority of enrolled students; to amend the school’s mission to ensure alignment to the school’s key design elements of EL Education and the Leader in Me practices; and to amend the school’s vision statement to ensure alignment to the school’s key design elements of EL Education and the Leader in Me practices.**

Charter School Summary

Name of Charter School	Niagara Charter School
Board Chair	James C. Muffoletto
District of Location	Niagara-Wheatfield Central School District ¹¹
Initial Commencement of Instruction	Fall 2005
Charter Term(s)	<ul style="list-style-type: none"> • Initial Term: July 21, 2005 - June 30, 2010 • First Renewal Term: July 1, 2010 - June 30, 2013 • Second Renewal Term: July 1, 2013 - June 30, 2014 • Third Renewal Term: July 1, 2014 - June 30, 2016 • Fourth Renewal Term: July 1, 2016 - June 30, 2021
Current Term Authorized Grades / Approved Enrollment	K- Grade 6 / 350 students
Proposed Renewal Term Authorized Grades / Proposed Approved Enrollment	K- Grade 6 / 350 students
Comprehensive Management Service Provider	None
Facilities	2077 Lockport Road, Niagara Falls, New York 14304 - Private Space
Mission Statement	<i>Niagara Charter School is a project-based learning K-6 school that fosters the unique potential of each child through involvement in original research, critical thinking, and problem-solving, along with development of character and active learning skills.</i>
Key Design Elements	<ul style="list-style-type: none"> • EL Education’s five core practices: curriculum, instruction, assessment, culture and character, and leadership. • Habits of Scholarship: perseverance, respect, integrity, dedication, and excellence. • Extended school day and year. • Enrichment and remediation block.

¹¹ No students residing in this district attend charter schools. Students attending this charter school reside in the Niagara Falls City School District.

Recommended Material Revisions	<ul style="list-style-type: none"> • To amend a key design element of the school’s calendar from 190 instructional days to 180 instructional days to align to the calendar of the district of residence of the majority of enrolled students. • To amend the school’s mission to ensure alignment to the school’s key design elements of EL Education and the Leader in Me practices. • To amend the school’s vision statement to ensure alignment to the school’s key design elements of EL Education and the Leader in Me practices.
Link to Charter School Renewal Report	http://www.p12.nysed.gov/psc/csdirectory/NiagaraCharterSchool/NiagaraRENSVRPT2021.pdf

Niagara Charter School (Niagara) is located in the Niagara-Wheatfield Central School District but is chartered to serve students in the Niagara Falls City School District. All students enrolled in this charter school reside in the Niagara Falls City School District. NYSED is required to provide a comparison to the school’s district of location, Niagara-Wheatfield, but because the school is chartered to serve the Niagara Falls City School District, and all of students reside there, we also provide a comparison to the Niagara Falls City School District.

Niagara is meeting nine out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

The CSO issued the school a Notice of Deficiency in February 2019 for low enrollment of SWDs. The requirements of this Notice were satisfied through implementation of a CAP and an increase in enrollment of SWDs which almost doubled during the course of the current charter term.

**Charter School Performance Framework Benchmark Ratings
for Niagara Charter School**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Approaches
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Innovative and Noteworthy Programs:

Niagara serves K- Grade 6 and implements an EL (formerly Expeditionary Learning) Education model. Through this model, the school utilizes a crew morning meeting structure to support character development and implements a rigorous academic program that emphasizes real-world learning and experiences to foster critical thinking, communication skills, and the development of meaningful, authentic work.

Renewal Condition:

Niagara must implement a local assessment plan as detailed in the school's charter and/or other interim and/or summative assessments approved by NYSED to evaluate students' academic achievement, progress, and growth, as follows:

- Subjects: At least ELA and math.
- Grades: Every grade in which students are enrolled.
- Uses: The outcomes of such assessments will be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making. These assessments will supplement the use of any State assessments in authorizing decision making.
- Schedule: The school will administer such assessments pursuant to the assessment schedule set forth in the school's charter, but no less than once in the spring of 2021 (during the current charter term) and at least twice per academic year thereafter during the school's proposed next charter term; provided, however, that in the academic year in which the school is next up for renewal, the assessments shall be administered at least twice, and all results shall be reported to the CSO no later than March 1 of that academic year.
- Reporting of results: The school will report the school-level aggregate results of such interim and/or summative assessments to the CSO, disaggregated by grade and subgroup (students with disabilities (SWDs), English language learners (ELLs), and ED students), no later than one month after administration, or as otherwise required.

Table 1: Current Grade Levels and Authorized Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6
Total Authorized Enrollment	350	350	350	350	350

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6
Total Proposed Enrollment	350	350	350	350	350

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – ES/MS Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average, which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. **According to the 2020-2021 school year ESEA accountability designations, Niagara is *In Good Standing*.**

Academic Program for ES:

- ES:
 - Niagara implements an EL Education model, which emphasizes mastery of knowledge and skills, character development, and high-quality student work, largely through connections to real-world issues and field work.
 - The school utilizes EL protocols (e.g., Socratic seminars, revision and critique protocols) and participation techniques (e.g., concentric circles, bounce cards) to engage students in challenging instruction and build their critical thinking and application skills.
 - Beginning in November 30, 2020, Niagara transitioned to a fully remote, synchronous schedule that largely mirrors its in-person, grade-level structures with end-of-day office hours. Every grade level has a building substitute to support small-group break outs and tailored student interventions.

Academic Program for SWDs and ELLs:

- SWDs:
 - To meet the needs of SWDs, Niagara employs two special education teachers, one of whom serves as special education coordinator. They provide consultant teacher services within the general education setting across K-Grade 6. An academic intervention services staff member also provides support for students considered to be at risk. The school also contracts with Buffalo Hearing and Speech to provide speech and language, as well as occupational and physical therapy, services.
 - During remote learning, special education teachers push into math and ELA blocks, work with students in small-group breakouts, work individually with students, and modify learning materials to support students at their levels.
- ELLs:
 - Niagara currently enrolls two ELLs who both receive daily individual support in ELA and math by either a special education teacher or an academic intervention teacher. Leadership follows guidance from and works with the local Boards of Cooperative Educational Services (BOCES) to ensure alignment with required minutes.

Figure 1a Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Niagara Falls City School District

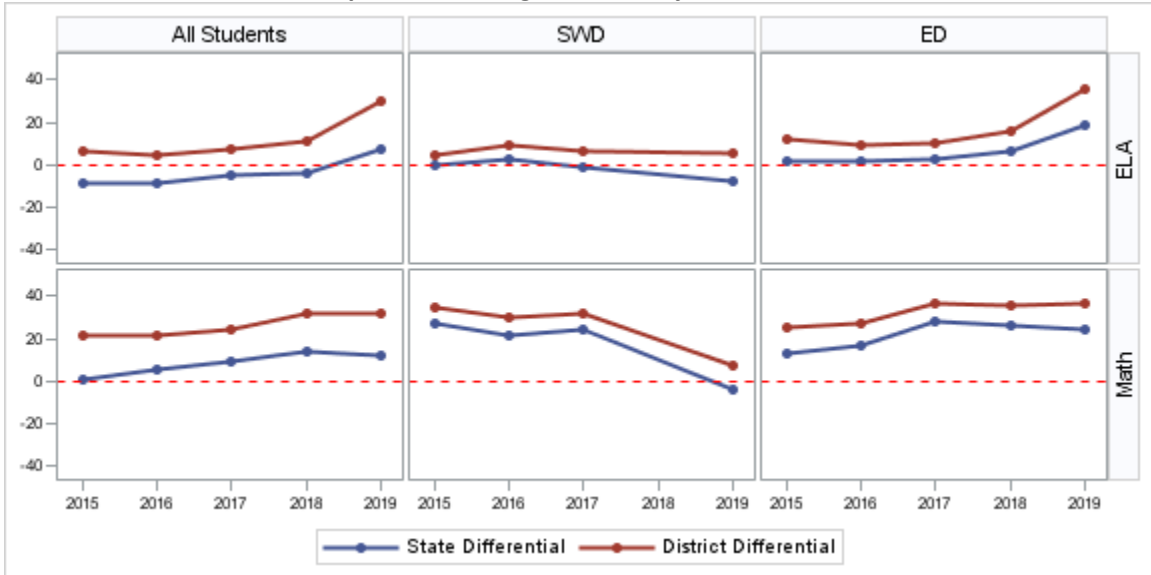


Figure 1b Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Niagara-Wheatfield Central School District

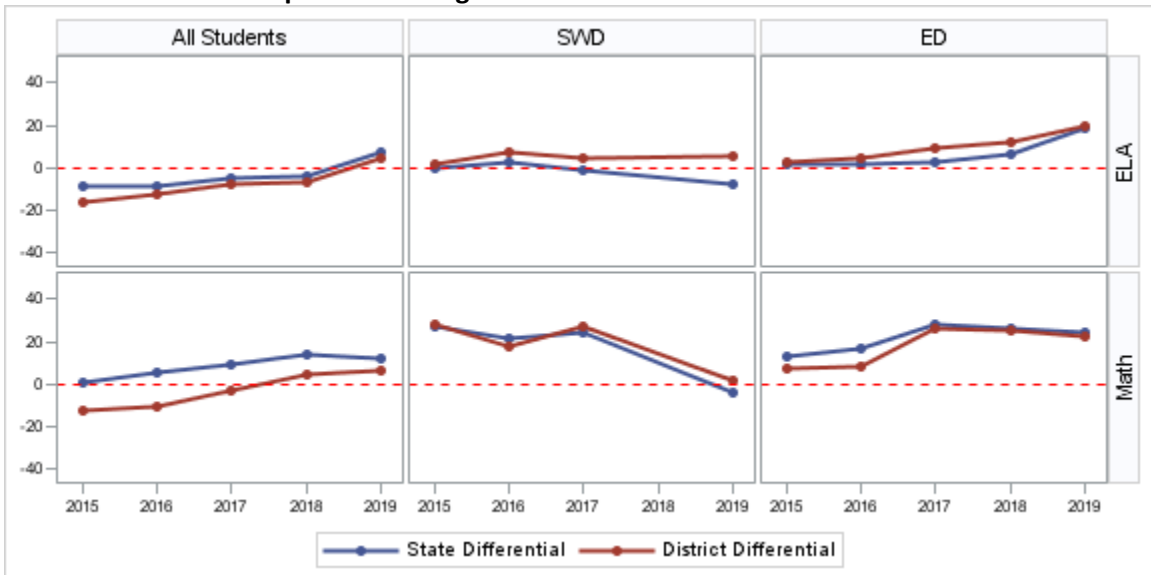


Table 3a: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math				
		Niagara CS	Niagara Falls CSD	Differential to District	NYS	Differential to NYS	Niagara CS	Niagara Falls CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	22%	16%	+6	31%	-9	43%	22%	+21	42%	+1
	2015-2016	29%	25%	+4	38%	-9	47%	26%	+21	42%	+5
	2016-2017	33%	26%	+7	38%	-5	53%	29%	+24	44%	+9
	2017-2018	42%	31%	+11	46%	-4	62%	30%	+32	48%	+14
	2018-2019	53%	23%	+30	46%	+7	62%	30%	+32	50%	+12
SWD	2014-2015	7%	3%	+4	7%	0	41%	6%	+35	14%	+27
	2015-2016	13%	4%	+9	10%	+3	36%	6%	+30	15%	+21
	2016-2017	10%	4%	+6	11%	-1	40%	8%	+32	16%	+24
	2018-2019	8%	3%	+5	16%	-8	16%	9%	+7	20%	-4
ED	2014-2015	23%	11%	+12	21%	+2	43%	18%	+25	30%	+13
	2015-2016	29%	20%	+9	27%	+2	48%	21%	+27	31%	+17
	2016-2017	31%	21%	+10	28%	+3	60%	23%	+37	32%	+28
	2017-2018	42%	26%	+16	36%	+6	62%	26%	+36	36%	+26
	2018-2019	55%	19%	+36	36%	+19	63%	26%	+37	39%	+24

Table 3b: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

		ELA					Math				
		Niagara CS	Niagara-Wheatfield CSD	Differential to District	NYS	Differential to NYS	Niagara CS	Niagara-Wheatfield CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	22%	38%	-16	31%	-9	43%	56%	-13	42%	+1
	2015-2016	29%	42%	-13	38%	-9	47%	58%	-11	42%	+5
	2016-2017	33%	41%	-8	38%	-5	53%	56%	-3	44%	+9
	2017-2018	42%	49%	-7	46%	-4	62%	58%	+4	48%	+14
	2018-2019	53%	49%	+4	46%	+7	62%	56%	+6	50%	+12
SWD	2014-2015	7%	5%	+2	7%	0	41%	13%	+28	14%	+27
	2015-2016	13%	6%	+7	10%	+3	36%	18%	+18	15%	+21
	2016-2017	10%	6%	+4	11%	-1	40%	13%	+27	16%	+24
	2018-2019	8%	3%	+5	16%	-8	16%	14%	+2	20%	-4
ED	2014-2015	23%	20%	+3	21%	+2	43%	36%	+7	30%	+13
	2015-2016	29%	25%	+4	27%	+2	48%	40%	+8	31%	+17
	2016-2017	31%	22%	+9	28%	+3	60%	34%	+26	32%	+28
	2017-2018	42%	30%	+12	36%	+6	62%	37%	+25	36%	+26
	2018-2019	55%	35%	+20	36%	+19	63%	41%	+22	39%	+24

Key Performance Area: Organizational Soundness

Financial Condition

Niagara appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

NYSED monitors the school’s compliance with Benchmark 4 of the Charter School Performance Framework, which includes its near- and long-term financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Niagara’s most recent composite score is 3.00.

**Table 4: Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.80
2016-2017	2.89
2017-2018	2.86
2018-2019	2.95
2019-2020	3.00

Financial Management

The CSO reviewed Niagara’s 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified a deficiency in internal controls. The credit card policy in the school’s accounting policies and procedures manual requires approval from the Chief Administrative Officer prior to use of the school’s credit card. The auditor noted that several credit-card purchases did not have proper approval and recommended that the school follow the established policy for credit card usage. NYSED will be working with the school during the next charter term to address the deficiency found.

Additionally, in 2018, Office of the State Comptroller (OSC) conducted an [audit](https://www.osc.state.ny.us/local-government/audits/charter-school/2018/12/21/niagara-charter-school-information-technology-2018m-172) (https://www.osc.state.ny.us/local-government/audits/charter-school/2018/12/21/niagara-charter-school-information-technology-2018m-172) of the school with the objective of determining whether the school’s information technology (IT) assets are properly safeguarded and accessed for appropriate purposes. OSC found that personal computer and internet use was found on seven computers; virus scanning was either not activated or not up to date on three computers; and sensitive information was not classified and monitored to ensure protection from unauthorized access. OSC recommended that the school provide cybersecurity awareness training to employees; ensure that virus protection is installed, activated and up to date on all computers; and ensure sensitive information is appropriately safeguarded. The school’s leadership agreed with the findings and took corrective action.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting its targets for all of the special population subgroups (EDs, SWDs, and ELLs) (see Tables 5a and 5b below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.¹² Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

¹² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter

- Announcements and advertisements in local papers and radio.
- Distribution of brochures and school information to parents and local businesses and agencies in multiple languages.
- Scheduled meetings with local pre-K and Head Start programs.
- In-person and/or virtual school tours throughout the school year.
- Attendance at in-person and virtual community events.

Of note, the percentage of SWDs being served in the school doubled over the course of the current charter term.

Table 5a: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Niagara CS	Niagara Falls CSD	Differential to District	Niagara CS	Niagara Falls CSD	Differential to District	Niagara CS	Niagara Falls CSD	Differential to District
2015-2016	10%	19%	-9	0%	2%	-2	90%	79%	+11
2016-2017	14%	19%	-5	0%	2%	-2	83%	77%	+6
2017-2018	2%	20%	-18	0%	3%	-3	94%	80%	14
2018-2019	19%	20%	-1	0%	3%	-3	88%	82%	+6
2019-2020	20%	22%	-2	1%	3%	-2	93%	77%	+16

Table 5b: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Niagara CS	Niagara-Wheatfield CSD	Differential to District	Niagara CS	Niagara-Wheatfield CSD	Differential to District	Niagara CS	Niagara-Wheatfield CSD	Differential to District
2015-2016	10%	13%	-3	0%	1%	-1	90%	42%	+48
2016-2017	14%	14%	0	0%	1%	-1	83%	43%	+40
2017-2018	2%	13%	-11	0%	2%	-2	94%	45%	49
2018-2019	19%	15%	4	0%	2%	-2	88%	45%	+43
2019-2020	20%	14%	+6	1%	1%	0	93%	46%	+47

term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 6a: Aggregate and Subgroup Retention

	All Students			SWD			ED		
	Niagara CS	Niagara Falls CSD	Differential to District	Niagara CS	Niagara Falls CSD	Differential to District	Niagara CS	Niagara Falls CSD	Differential to District
2015-2016	79%	91%	-12	64%	92%	-28	79%	91%	-12
2016-2017	83%	91%	-8	78%	91%	-13	84%	91%	-7
2017-2018	83%	92%	-9	82%	92%	-10	91%	94%	-3
2018-2019	85%	91%	-6	100%	91%	+9	86%	92%	-6
2019-2020	85%	90%	-5	90%	93%	-3	87%	91%	-4

Table 6b: Aggregate and Subgroup Retention

	All Students			SWD			ED		
	Niagara CS	Niagara-Wheatfield CSD	Differential to District	Niagara CS	Niagara-Wheatfield CSD	Differential to District	Niagara CS	Niagara-Wheatfield CSD	Differential to District
2015-2016	79%	94%	-15	64%	94%	-30	79%	93%	-14
2016-2017	83%	92%	-9	78%	87%	-9	84%	88%	-4
2017-2018	83%	92%	-9	82%	90%	-8	91%	88%	+3
2018-2019	85%	94%	-9	100%	94%	+6	86%	92%	-6
2019-2020	85%	93%	-8	90%	93%	-3	87%	91%	-4

Table 7: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Niagara CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	350	347	99%
2016-2017	350	345	99%
2017-2018	350	347	99%
2018-2019	350	350	100%
2019-2020	350	347	99%

Legal Compliance

Niagara operates in accordance with applicable law, regulations, rules, and other policies, including the terms of its charter, by-laws, and other school-specific policies. It is also in compliance with federally

mandated disciplinary procedures for students with disabilities and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the Niagara Wheatfield Central School District on October 7, 2020. Twenty-four people attended, two of whom spoke. One of the two was in favor of the renewal and revisions, while the other speaker just asked questions. None were opposed.

As required by NYSED's Charter School Renewal Application, the school also conducted additional community outreach as part of the renewal process.

APPENDIX

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

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

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

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

- (a) Does the charter school described in the application meet the requirements set out in applicable laws, rules and regulations;
- (b) Does the charter school demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Will approving the charter school action make it likely to improve student learning and achievement and materially further the purposes of the law; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) would granting the application have a significant educational benefit to the students expected to attend the proposed charter school or (ii) did the school district in which the charter school will be located consent to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR 119.7(d)) were adopted by the Board of Regents and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and

- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

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

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

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

Nonrenewal: A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with [NYSED's Closing Procedures](http://www.p12.nysed.gov/psc/regentsoversightplan/sectioni-iv/ClosingProceduresChecklist0220.pdf) (<http://www.p12.nysed.gov/psc/regentsoversightplan/sectioni-iv/ClosingProceduresChecklist0220.pdf>) to ensure an orderly closure by the end of the school year.

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

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with NYSED's ongoing accountability and effectiveness work under the Every

Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law, while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

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