





**TO:** P-12 Education Committee

**FROM:** Allison Armour-Garb 

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

**DATE:** April 29, 2021

**AUTHORIZATION(S):** 

### SUMMARY

#### Issue for Decision

Should the Board of Regents approve the proposed revisions to the charters of the following charter schools authorized by the Board of Regents?

**Evergreen Charter School** - To amend the charter school's organizational chart to reflect changes in the school's leadership structure. This revision is proposed to commence in the current school year, upon Regents approval.

**New Visions Charter High School for Advanced Math and Science II** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**New Visions Charter High School for Advanced Math and Science III** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**New Visions Charter High School for Advanced Math and Science IV** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**New Visions Charter High School for the Humanities II** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**New Visions Charter High School for the Humanities III** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**New Visions Charter High School for the Humanities IV** - To amend the Key Design Elements of the school's charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Stradford Preparatory Charter School for Boys** - To commence instruction in the fall of 2021 with an amended enrollment chart that accelerates the grade levels served in Year 1 of operation, without changing the total number of students enrolled each year, as follows: in Year 1, the school will serve Grade 6 students in addition to the previously approved Grade 5 students. Thereafter, the school will add one additional grade level each academic year until the school serves Grades 5-8.

**Urban Dove Team Charter School** - To amend the charter school's mission and vision statement to be better aligned with the school's Key Design Elements and theory of action in serving over-age/under-credited students. This revision is proposed to commence in the current school year, upon Regents approval.

**Urban Dove Team Charter School II** - To amend the charter school's mission and vision statement to be better aligned with the school's Key Design Elements and theory of action in serving over-age/under-credited students. This revision is proposed to commence in the current school year, upon Regents approval.

**Utica Academy of Science Charter School** - To relocate its middle school, currently in the Utica CSD, to a new building next to its elementary and high school in the Frankfort-Schuyler CSD. This revision is proposed to commence in the 2021-2022 school year.

**Reason(s) for Consideration**

Required by State statute.

**Proposed Handling**

This issue will come before the P-12 Education Committee and the Full Board for action at its May 2021 meeting.

## **Procedural History**

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

## **Background Information**

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

## **Related Regents Items**

### **Evergreen Charter School**

January 2009: [Initial Charter](https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca8.ht)  
(<https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca8.ht>)

December 2013: [First Renewal](http://www.regents.nysed.gov/common/regents/files/1213p12a1Revised%5B1%5D.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/1213p12a1Revised%5B1%5D.pdf>)

March 2014: [Second Renewal](http://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)  
([http://www.regents.nysed.gov/common/regents/files/413bra2\\_1.pdf](http://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf))

March 2016: [Enrollment Increase and Grade Expansion Revision](http://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf>)

March 2017: [Third Renewal and Enrollment Increase Revision](http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

April 2019: [Enrollment Increase Revision](http://www.regents.nysed.gov/common/regents/files/419p12a3.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/419p12a3.pdf>)

April 2020: [Enrollment Increase and Grade Expansion Revision](https://www.regents.nysed.gov/common/regents/files/420bra4revised.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/420bra4revised.pdf>)

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

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

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

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

November 2012 [Initial Charter](#)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

May 2018 [First Renewal](#)  
(<https://www.regents.nysed.gov/common/regents/files/518p12a5.pdf>)

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

November 2012 [Initial Charter](#)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

April 2015 [Location Revision](#)  
(<https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a5.pdf>)

April 2019 [Enrollment Reduction Revision](#)  
(<https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf>)

March 2020 [First Renewal](#)  
(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

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

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

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

March 2020 [Second Renewal](#)  
(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

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

November 2012 [Initial Charter](#)  
<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>

May 2018 [First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/518p12a5.pdf>)

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

November 2012 [Initial Charter](#)

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

April 2015 [Location Revision](#)

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

April 2019 [Enrollment Reduction Revision](#)

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

### **Stradford Preparatory Charter School for Boys**

November 2017: [Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>)

July 2020: [Institutional Partner Change Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/720bra6.pdf>)

### **Urban Dove Team Charter School**

December 2010 [Initial Charter](#)

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

October 2013 [Name Change Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/1013brca4.pdf>)

March 2016 [Enrollment Expansion Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/316p12a2REVISED.pdf>)

June 2017 [First Renewal with Charter Management Organization Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/617p12a2.pdf>)

March 2018 [Enrollment Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf>)

### **Urban Dove Team Charter School II**

November 2017 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>)

## Utica Academy of Science Charter School

November 2012: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/7Utica.pdf)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/7Utica.pdf>)

June 2017 [Merger Revision](http://www.regents.nysed.gov/common/regents/files/617p12a3.pdf)

(<http://www.regents.nysed.gov/common/regents/files/617p12a3.pdf>)

January 2018: [First Renewal](http://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf)

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

### **Recommendation**

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

VOTED: That the Board of Regents finds that: (1) the **Evergreen Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Evergreen Charter School** and amends the provisional charter accordingly.

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

VOTED: That the Board of Regents finds that: (1) the **New Visions Charter High School for Advanced Math and Science III** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section

twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **New Visions Charter High School for Advanced Math and Science III** and amends the provisional charter accordingly.

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

VOTED: That the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities II** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **New Visions Charter High School for the Humanities II** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities III** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **New Visions Charter High School for the Humanities III** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **New Visions Charter High School for the Humanities IV** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3)

granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **New Visions Charter High School for the Humanities IV** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Stradford Preparatory Charter School for Boys** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Stradford Preparatory Charter School for Boys** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Urban Dove Team Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Urban Dove Team Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Urban Dove Team Charter School II** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Urban Dove Team Charter School II** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Utica Academy of Science Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter is likely to improve student learning and achievement and materially



further the purposes set out in subdivision two of Section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Utica Academy of Science Charter School** and amends the provisional charter accordingly.

**Timetable for Implementation**

The Board of Regents action for the above-named charter school(s) will become effective immediately.

## Evergreen Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to revise its charter to amend the charter school’s organizational chart to reflect changes in the school’s leadership structure. This revision is proposed to commence upon Regents approval for the current school year.**

**Table 1: School Summary**

<b>Name of Charter School</b>	Evergreen Charter School
<b>Board Chair</b>	Gil Bernardino
<b>District of Location</b>	Hempstead Union Free School District
<b>Opening Date</b>	Fall 2009
<b>Current Term Authorized Grades /Approved Enrollment</b>	K - Grade 10 / 850 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• K - Grade 2: 605 Peninsula Boulevard, Hempstead, NY 11550 - Private Space</li> <li>• Grades 3 - 5: 120 Greenwich Street, Hempstead, NY 11550 - Private Space</li> <li>• Grades 6 - 9: 990 Holzheimer Street, Franklin Square 11010 - Private Space</li> </ul>
<b>Mission Statement</b>	<i>The mission of Evergreen Charter School (Evergreen) is to nurture the intellectual, physical, and social development of children through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life. Evergreen promotes respect for self, respect for others, and respect for the environment.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Second language instruction in Spanish for all grades.</li> <li>• Integration of ecology throughout the curriculum and culture, with the recurring theme of “reduce, reuse, recycle.”</li> <li>• Fostering of healthy life choices within a child-centered, environmentally friendly school.</li> <li>• Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction.</li> <li>• Planning and instruction utilizing the workshop model.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the charter school’s organizational chart to reflect changes in the school’s leadership structure. This revision is proposed to commence in the current school year, upon Regents approval.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In January 2009, the Board of Regents approved and chartered the Evergreen Charter School (Evergreen) in the Hempstead Union Free School District. Evergreen's educational program focuses on the intellectual, physical, and social emotional development of individual students while preparing them for success in school and life. Evergreen offers Spanish language instruction in K- Grade 9 and promotes environmental awareness and health consciousness in both its curriculum and school culture. Bilingualism and multilingualism are valued as assets, and Hispanic culture and respect for diversity is embedded in the curriculum.

Evergreen's trustees request that the Board of Regents approve a material revision to the school's charter to amend its organizational chart to reflect changes in the school's leadership structure. In response to demand, Evergreen has expanded significantly since 2016, including enrollment expansions approved by the Board of Regents in April 2019 and April 2020. These Regents-approved expansions included the addition of a high school grade-level band. The current charter revision seeks to incorporate staffing changes planned in anticipation of and commensurate with this growth and development.

**The revised staffing plan includes three additional administrative staff called "school directors" who will report directly to the principal and oversee the staff and students assigned to them. The new structure also calls for the special education coordinator to report directly to the principal. Other new positions include an "English as a new language coordinator," a "director of data and attendance assistant," and an "internet and technology coordinator/data protection officer," along with a guidance counselor and school psychologist staffing a new "Pupil Personnel and Related Services Department."**

These changes would allow Evergreen to better serve current students by creating a clearer system of communication and chain of command within each of the school's three facilities. The proposed changes will address some organizational capacity (Benchmark 7) concerns highlighted by NYSED's Charter School Office (CSO) during the school's last midterm site-visit.

Evergreen's mid-term site visit report for the 2019-2020 school year shows the school meeting or exceeding eight of the 10 benchmarks in the 2015 Board of Regents' Charter School Performance Framework (see below). The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

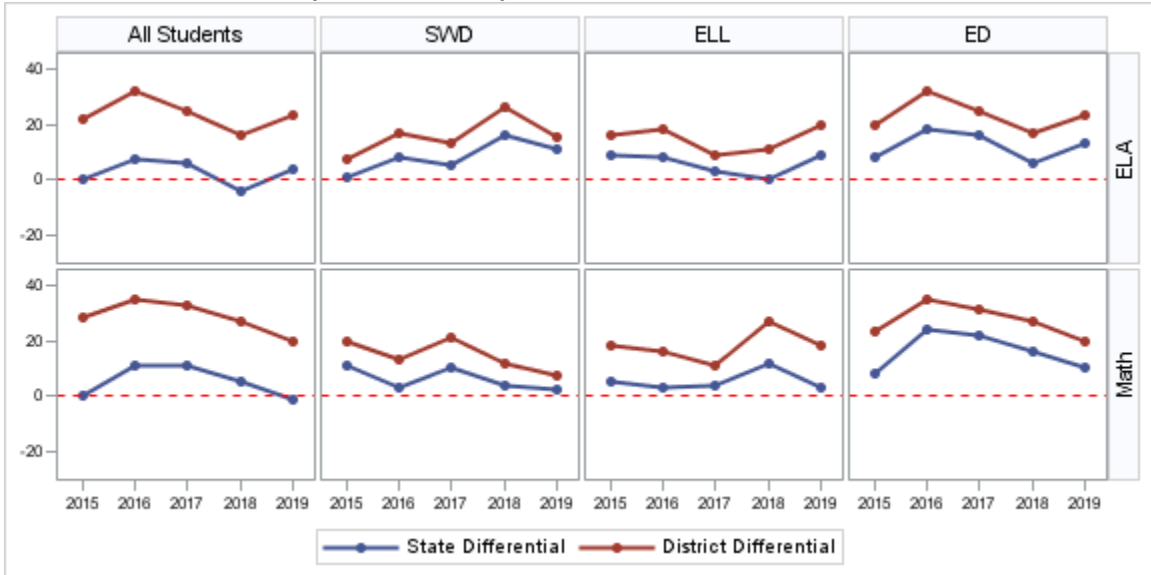
**Charter School Performance Framework Benchmark Ratings  
Evergreen Charter School**

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

**Table 2: Evergreen Charter School Approved Enrollment  
For the Current Charter Term**

	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
<b>Grade Configuration</b>	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 9	K - Grade 10
<b>Total Approved Enrollment</b>	450	525	600	725	850

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison to Hempstead Union Free School District**



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

		ELA					Math				
		Evergreen CS	Hempstead Union Free SD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead Union Free SD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	31%	9%	+22	31%	0	43%	15%	+28	43%	0
	2015-2016	46%	14%	+32	39%	+7	54%	19%	+35	43%	+11
	2016-2017	44%	19%	+25	38%	+6	55%	22%	+33	44%	+11
	2017-2018	41%	25%	+16	45%	-4	51%	24%	+27	46%	+5
	2018-2019	49%	26%	+23	45%	+4	46%	26%	+20	47%	-1
SWD	2014-2015	9%	2%	+7	8%	+1	27%	7%	+20	16%	+11
	2015-2016	19%	2%	+17	11%	+8	19%	6%	+13	16%	+3
	2016-2017	16%	3%	+13	11%	5	26%	5%	+21	16%	+10
	2017-2018	32%	6%	+26	16%	+16	22%	10%	+12	18%	+4
	2018-2019	26%	11%	+15	15%	+11	19%	12%	+7	17%	+2
ELL	2014-2015	22%	6%	+16	13%	+9	29%	11%	+18	24%	+5
	2015-2016	24%	6%	+18	16%	+8	27%	11%	+16	24%	+3
	2016-2017	16%	7%	+9	13%	3	25%	14%	+11	21%	+4
	2017-2018	25%	14%	+11	25%	0	42%	15%	+27	30%	+12
	2018-2019	34%	14%	+20	25%	+9	34%	16%	+18	31%	+3
ED	2014-2015	29%	9%	+20	21%	+8	39%	16%	+23	31%	+8
	2015-2016	46%	14%	+32	28%	+18	55%	20%	+35	31%	+24
	2016-2017	44%	19%	+25	28%	16	54%	23%	+31	32%	+22
	2017-2018	41%	24%	+17	35%	+6	51%	24%	+27	35%	+16
	2018-2019	49%	26%	+23	36%	+13	46%	26%	+20	36%	+10

**Table 4: Student Demographics Comparison with Hempstead Union Free School District**

	SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2015-2016	8%	8%	0	40%	43%	-3	86%	85%	+1
2016-2017	6%	9%	-3	37%	42%	-5	84%	77%	+7
2017-2018	7%	9%	-2	41%	44%	-3	99%	91%	+8
2018-2019	9%	10%	-1	43%	42%	+1	100%	81%	+19
2019-2020	9%	11%	-2	43%	49%	-6	84%	69%	+15

**Table 5: Retention Comparison with Hempstead Union Free School District**

	All Students			SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2015-2016	90%	86%	+4	94%	87%	+7	91%	91%	0	90%	91%	-1
2016-2017	94%	88%	+6	87%	92%	-5	94%	91%	+3	94%	89%	+5
2017-2018	92%	83%	+9	96%	86%	+10	94%	88%	+6	93%	85%	+8
2018-2019	93%	84%	+9	91%	87%	+4	97%	88%	+9	94%	85%	+9
2019-2020	87%	84%	+3	85%	88%	-3	89%	87%	+2	87%	91%	-4

**Table 6: Aggregate Enrollment: Reported vs Contracted – Target = 100%**

Evergreen CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	300	301	100%
2016-2017	375	376	100%
2017-2018	450	449	100%
2018-2019	525	525	100%
2019-2020	600	592	99%

**Summary of Public Comment**

The required public hearing was held by the Hempstead Union Free School District on February 22, 2021. Forty-six people attended, and eleven spoke. Five were in favor of the revision and six were opposed.

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

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science II
<b>Board Chair</b>	Nancy Grossman
<b>District of Location</b>	NYC CSD 8
<b>Opening Date</b>	Fall 2012
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	900 Tinton Avenue, Bronx - Public Space
<b>Mission Statement</b>	<i>AMS II is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• System of Assessment and Continuous Assessment of Data.</li> <li>• Aligned Goal Setting focused on student need.</li> <li>• Team Teaching – General Education, Special Education, and English Language Learner Specialists.</li> <li>• Extended day and Saturday Classes.</li> <li>• Additional Math and Reading Specialists on staff.</li> <li>• Challenge-Based Curriculum aligned to New York State Learning Standards and Anchor Projects.</li> <li>• Writing.</li> <li>• Remediation and Acceleration.</li> <li>• Capacities for Imaginative Thinking.</li> <li>• Adult Inquiry.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b>



The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In September 2011, the Board of Regents approved and chartered the New Visions Charter High School for Advanced Math and Science II (“AMS II” or “the school”) in New York City Community School District (NYC CSD) 8. The school’s educational program focuses on empowering students by challenging them to develop their skills in imaginative and critical thinking within the context of a community of learners who are encouraged to take risks and engage in questioning. The school promotes college and career readiness through a challenge-based curriculum, with a focus on math and science, as well as the use of academic data to monitor and advance student achievement.

At the school’s last mid-term site visit in the 2019-2020 school year, AMS II was meeting eight of the 10 benchmarks in the 2015 Board of Regents’ Charter School Performance Framework. The school is implementing the mission, key design elements (KDEs), education program, and organizational plan set forth in the charter. AMS II continues to foster strong academic outcomes for its students. The school’s four-, five-, and six-year graduation rates consistently top the New York State average for all student populations. The school continually meets the Third-Year On-Track to Graduate targets for all students and those who are economically disadvantaged (ED) and shows strong math outcomes for all student populations. AMS II has many team structures in place to assist teacher development, sharing of best practices, data analysis, and to promote staff voice. The special education and dean teams assist teachers through direct classroom support, professional development, and collaboration/meetings. The school has a clear approach to behavior management and works to build a positive school culture. Finally, the school benefits from its relationship with New Visions for Public Schools (New Visions network), which provides academic, operational, and financial guidance and support.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow AMS II to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school’s model and founding documents. As the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised

KDEs formalize the schools' commitment to valuing students' voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.

The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple professional learning communities (PLCs) connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.

**Charter School Performance Framework Benchmark Ratings**  
**New Visions Charter High School for Advanced Math and Science II**

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

**Table 2: New Visions Charter High School for Advanced Math and Science II  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2017 - 2018</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019 -2020</b>	<b>Year 4 2020-2021</b>	<b>Year 5 2021-2022</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	550	560	560	566	566

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS
ELA	2013 Cohort	114	89%	85%	+4	17	47%	55%	-8	14	50%	41%	+9	98	88%	80%	+8
	2014 Cohort	151	90%	84%	+6	18	44%	54%	-10	18	67%	52%	+15	138	89%	78%	+11
	2015 Cohort	134	84%	84%	0	31	58%	55%	+3	21	62%	55%	+7	113	85%	79%	+6
	2016 Cohort	114	96%	88%	+8	25	92%	66%	+26	12	100%	69%	+31	102	96%	84%	+12
Global History	2013 Cohort	114	87%	78%	+9	17	41%	42%	-1	14	64%	35%	+29	98	85%	70%	+15
	2014 Cohort	151	88%	77%	+11	18	33%	42%	-9	18	83%	43%	+40	138	88%	69%	+19
	2015 Cohort	134	78%	78%	0	31	35%	43%	-8	21	48%	48%	0	113	78%	70%	+8
	2016 Cohort	114	93%	84%	+9	25	84%	60%	+24	12	100%	63%	+37	102	93%	80%	+13
Math	2013 Cohort	114	96%	85%	+11	17	88%	50%	+38	14	86%	53%	+33	98	97%	80%	+17
	2014 Cohort	151	95%	83%	+12	18	61%	49%	+12	18	89%	59%	+30	138	94%	77%	+17
	2015 Cohort	134	96%	84%	+12	31	90%	51%	+39	21	95%	60%	+35	113	96%	78%	+18
	2016 Cohort	114	99%	88%	+11	25	96%	64%	+32	12	100%	72%	+28	102	99%	85%	+14
Science	2013 Cohort	114	91%	84%	+7	17	53%	52%	+1	14	64%	42%	+22	98	90%	78%	+12
	2014 Cohort	151	93%	83%	+10	18	50%	52%	-2	18	83%	50%	+33	138	93%	76%	+17
	2015 Cohort	134	84%	83%	+1	31	45%	51%	-6	21	62%	51%	+11	113	83%	76%	+7
	2016 Cohort	114	97%	87%	+10	25	92%	64%	+28	12	100%	66%	+34	102	97%	83%	+14
US History	2013 Cohort	114	83%	81%	+2	17	35%	49%	-14	14	57%	40%	+17	98	81%	74%	+7
	2014 Cohort	151	73%	80%	-7	18	17%	48%	-31	18	56%	50%	+6	138	71%	72%	-1
	2015 Cohort	134	77%	79%	-2	31	39%	48%	-9	21	62%	48%	+14	113	76%	71%	+5
	2016 Cohort	114	89%	84%	+5	25	80%	61%	+19	12	83%	61%	+22	102	89%	79%	+10

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS
2012 Cohort	4 Year	115	97%	82%	+15	19	84%	57%	+27	12	100%	49%	+51	89	97%	75%	+22
	5 Year	115	99%	85%	+14	19	95%	62%	+33	12	100%	56%	+44	88	99%	80%	+19
	6 Year	115	100%	86%	+14	19	100%	64%	+36	12	100%	58%	+42	88	100%	82%	+18
2013 Cohort	4 Year	114	98%	82%	+16	17	94%	58%	+36	14	86%	42%	+44	98	98%	76%	+22
	5 Year	114	98%	85%	+13	17	94%	64%	+30	14	86%	50%	+36	98	98%	80%	+18
	6 Year	114	98%	86%	+12	17	94%	66%	+28	14	86%	53%	+33	98	98%	82%	+16
2014 Cohort	4 Year	151	95%	83%	+12	18	89%	60%	+29	18	94%	54%	+40	138	94%	76%	+18
	5 Year	150	97%	86%	+11	18	94%	66%	+28	18	100%	62%	+38	136	97%	81%	+16
	6 Year	150	99%	87%	+12	18	94%	68%	+26	18	100%	66%	+34	136	99%	83%	+16
2015 Cohort	4 Year	134	94%	83%	+11	31	97%	62%	+35	21	90%	58%	+32	113	94%	77%	+17
	5 Year	134	95%	87%	+8	31	97%	67%	+30	21	95%	68%	+27	112	95%	82%	+13
2016 Cohort	4 Year	114	94%	85%	+9	25	84%	63%	+21	12	100%	63%	+37	102	94%	80%	+14

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District
2015-2016	16%	26%	-10	15%	17%	-2	83%	73%	+10
2016-2017	18%	27%	-9	13%	16%	-3	89%	75%	+14
2017-2018	17%	27%	-10	17%	21%	-4	90%	83%	+7
2018-2019	19%	26%	-7	15%	21%	-6	86%	82%	+4
2019-2020	17%	25%	-8	13%	21%	-8	90%	84%	+6

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District
2015-2016	90%	78%	+12	80%	76%	+4	83%	81%	+2	89%	79%	+10
2016-2017	92%	79%	+13	88%	75%	+13	95%	75%	+20	93%	79%	+14
2017-2018	93%	80%	+13	88%	76%	+12	90%	79%	+11	92%	80%	+12
2018-2019	95%	79%	+16	95%	77%	+18	93%	79%	+14	96%	79%	+17
2019-2020	86%	78%	+8	81%	74%	+7	88%	76%	+12	86%	77%	+9

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

New Visions CHS for Advanced Math and Science II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	542	512	94%
2016-2017	566	556	98%
2017-2018	550	545	99%
2018-2019	560	556	99%
2019-2020	560	534	95%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.

## New Visions Charter High School for Advanced Math and Science III (“AMS III”)

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science III
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 22
<b>Opening Date</b>	Fall 2013
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 500 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	3000 Avenue X, Brooklyn - Public Space
<b>Mission Statement</b>	<i>AMS III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• System of Assessment and Continuous Assessment of Data.</li> <li>• Aligned Goal Setting focused on student need.</li> <li>• Team Teaching – General Education, Special Education, and English Language Learner Specialists.</li> <li>• Extended day and Saturday Classes.</li> <li>• Additional Math and Reading Specialists on staff.</li> <li>• Challenge-Based Curriculum aligned to New York State Learning Standards and Anchor Projects.</li> <li>• Writing.</li> <li>• Remediation and Acceleration.</li> <li>• Capacities for Imaginative Thinking.</li> <li>• Adult Inquiry.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2012, the Board of Regents approved and chartered the New Visions Charter High School for Advanced Math and Science III (“AMS III” or “the school”) in NYC CSD 22. The school’s educational program focuses on empowering students by challenging them to develop their skills in imaginative and critical thinking within the context of a community of learners who are encouraged to take risks and engage in questioning. The school promotes college and career readiness through a challenge-based curriculum, with a focus on math and science, as well as the use of academic data to monitor and advance student achievement.

At the school’s last mid-term site visit in the 2019-2020 school year, AMS III was meeting nine of the 10 benchmarks in the 2015 Board of Regents’ Charter School Performance Framework. The school is implementing the mission, KDEs, education program, and organizational plan set forth in the charter. AMS III continues to foster strong academic outcomes for its students. The school’s four-, five-, and six-year graduation rates consistently top the New York State average for all student populations. The school has a coherent curriculum in place that is modified based on the assessed needs of students and is designed to move students toward college readiness. The school administers a range of assessments and uses project-based learning to evaluate student learning. AMS III has a strong social-emotional development program, including a daily advisory, and is developing a restorative justice program. AMS III has a robust leadership team and student support team with systems in place to identify and support at-risk students. Finally, the school benefits from its relationship with New Visions network, which provides academic, operational, and financial guidance and support.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow AMS III to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school’s model and founding documents. As the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised KDEs formalize the schools’ commitment to valuing students’ voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.



The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple PLCs connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.

**Charter School Performance Framework Benchmark Ratings**  
**New Visions Charter High School for Advanced Math and Science III**

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

**Table 2: New Visions Charter High School for Advanced Math and Science III  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2018-2019</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019-2020</b>	<b>Year 4 2020-2021</b>	<b>Year 5 2021-2022</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	430	460	475	500	500

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS
ELA	2013 Cohort	107	97%	85%	+12	9	89%	55%	+34	.	.	.	.	83	96%	80%	+16
	2014 Cohort	90	98%	84%	+14	17	94%	54%	+40	5	100%	52%	+48	72	97%	78%	+19
	2015 Cohort	105	99%	84%	+15	14	93%	55%	+38	7	100%	55%	+45	86	99%	79%	+20
	2016 Cohort	93	100%	88%	+12	8	100%	66%	+34	6	100%	69%	+31	73	100%	84%	+16
Global History	2013 Cohort	107	79%	78%	+1	9	44%	42%	+2	.	.	.	.	83	76%	70%	+6
	2014 Cohort	90	91%	77%	+14	17	88%	42%	+46	5	80%	43%	+37	72	90%	69%	+21
	2015 Cohort	105	88%	78%	+10	14	64%	43%	+21	7	86%	48%	+38	86	86%	70%	+16
	2016 Cohort	93	99%	84%	+15	8	100%	60%	+40	6	100%	63%	+37	73	99%	80%	+19
Math	2013 Cohort	107	91%	85%	+6	9	67%	50%	+17	.	.	.	.	83	90%	80%	+10
	2014 Cohort	90	96%	83%	+13	17	88%	49%	+39	5	100%	59%	+41	72	96%	77%	+19
	2015 Cohort	105	95%	84%	+11	14	71%	51%	+20	7	57%	60%	-3	86	97%	78%	+19
	2016 Cohort	93	100%	88%	+12	8	100%	64%	+36	6	100%	72%	+28	73	100%	85%	+15
Science	2013 Cohort	107	93%	84%	+9	9	78%	52%	+26	.	.	.	.	83	90%	78%	+12
	2014 Cohort	90	96%	83%	+13	17	94%	52%	+42	5	80%	50%	+30	72	94%	76%	+18
	2015 Cohort	105	95%	83%	+12	14	71%	51%	+20	7	86%	51%	+35	86	95%	76%	+19
	2016 Cohort	93	99%	87%	+12	8	100%	64%	+36	6	100%	66%	+34	73	99%	83%	+16
US History	2013 Cohort	107	90%	81%	+9	9	33%	49%	-16	.	.	.	.	83	89%	74%	+15
	2014 Cohort	90	89%	80%	+9	17	88%	48%	+40	5	80%	50%	+30	72	90%	72%	+18
	2015 Cohort	105	82%	79%	+3	14	50%	48%	+2	7	71%	48%	+23	86	80%	71%	+9
	2016 Cohort	93	81%	84%	-3	8	100%	61%	+39	6	83%	61%	+22	73	82%	79%	+3

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS
2013 Cohort	4 Year	107	91%	82%	+9	9	89%	58%	+31	.	.	.	.	83	90%	76%	+14
	5 Year	102	99%	85%	+14	8	100%	64%	+36	.	.	.	.	79	99%	80%	+19
	6 Year	102	99%	86%	+13	8	100%	66%	+34	.	.	.	.	78	99%	82%	+17
2014 Cohort	4 Year	90	97%	83%	+14	17	94%	60%	+34	5	100%	54%	+46	72	96%	76%	+20
	5 Year	88	99%	86%	+13	17	94%	66%	+28	5	100%	62%	+38	70	99%	81%	+18
	6 Year	88	99%	87%	+12	17	94%	68%	+26	5	100%	66%	+34	70	99%	83%	+16
2015 Cohort	4 Year	105	92%	83%	+9	14	64%	62%	+2	7	86%	58%	+28	86	92%	77%	+15
	5 Year	101	96%	87%	+9	11	82%	67%	+15	6	100%	68%	+32	81	96%	82%	+14
2016 Cohort	4 Year	93	95%	85%	+10	8	100%	63%	+37	6	100%	63%	+37	73	95%	80%	+15

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District
2015-2016	14%	14%	0	7%	10%	-3	80%	64%	+16
2016-2017	15%	13%	+2	5%	9%	-4	76%	71%	+5
2017-2018	15%	15%	0	8%	13%	-5	84%	74%	+10
2018-2019	15%	15%	0	8%	13%	-5	82%	72%	+10
2019-2020	12%	15%	-3	10%	12%	-2	78%	72%	+6

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District
2015-2016	87%	91%	-4	83%	84%	-1	100%	86%	+14	86%	90%	-4
2016-2017	90%	92%	-2	94%	85%	+9	83%	87%	-4	91%	91%	0
2017-2018	85%	92%	-7	81%	86%	-5	82%	89%	-7	86%	92%	-6
2018-2019	88%	93%	-5	77%	89%	-12	87%	90%	-3	88%	93%	-5
2019-2020	82%	92%	-10	62%	88%	-26	89%	89%	0	82%	92%	-10

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

New Visions CHS for Advanced Math and Science III	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	397	352	89%
2016-2017	542	451	83%
2017-2018	600	410	68%
2018-2019	430	397	92%
2019-2020	460	360	78%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.

## New Visions Charter High School for Advanced Math and Science IV (“AMS IV”)

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science IV
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 27
<b>Opening Date</b>	Fall 2015
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	156-10 Baisley Boulevard, Jamaica - Public Space
<b>Mission Statement</b>	<i>AMS IV is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking.</li> <li>• System of assessment and continuous assessment of data.</li> <li>• Aligned goal setting focused on student need.</li> <li>• Team teaching.</li> <li>• Extended day and Saturday classes.</li> <li>• Additional math and reading specialists on staff.</li> <li>• Challenge-based curriculum and Anchor Projects.</li> <li>• Cascade of writing.</li> <li>• Remediation and Acceleration.</li> <li>• Adult inquiry.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2012, the Board of Regents approved and chartered the New Visions Charter High School for Advanced Math and Science IV (“AMS IV” or the “school”). Originally approved to open in Brooklyn, the school requested a revision to change the proposed location to NYC CSD 27. This revision was approved by the Board of Regents in April 2015, prior to the school’s opening. AMS IV’s educational program focuses on empowering students by challenging them to develop their skills in imaginative and critical thinking within the context of a community of learners who are encouraged to take risks and engage in questioning. The school promotes college and career readiness through a challenge-based curriculum, with a focus on math and science, as well as the use of academic data to monitor and advance student achievement.

At the school’s last renewal site visit in the 2019-2020 school year, AMS IV was meeting nine of the 10 benchmarks in the 2015 Board of Regents’ Charter School Performance Framework. The school is implementing the mission, KDEs, education program, and organizational plan set forth in the charter. During its first charter term, AMS IV fostered strong academic outcomes for its students. The school’s graduation rates for its first two graduating cohorts top the New York State average for all student populations. While AMS IV maintains a strong focus on math and science, it has also worked to integrate writing and the arts across its curriculum. The school engages students in “design thinking and civic mindedness” in order to prepare them to think critically and solve problems independently. AMS IV creates challenge-based learning projects that draw from the Lincoln Center Education’s *Capacities for Imaginative Thinking* in order to prepare students to be critical thinkers, problem solvers, and designers with a compassionate outlook on the world. The school is refining its program to mindfully integrate the arts into its college preparatory STEAM-based curricula. AMS IV is committed to supporting its students, families, and the community. The school has a robust school culture team and offers many extended learning opportunities for staff, students, and families. It continues to develop its implementation of Restorative Justice practices and welcomes opportunities to share and increase its knowledge with district and charter schools in the community by hosting student and school leadership conferences on its campus. Finally, the school benefits from its relationship with New Visions network, which provides academic, operational, and financial guidance and support.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow AMS IV to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school’s model and founding documents. As

the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised KDEs formalize the schools' commitment to valuing students' voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.

The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple PLCs connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.



**Charter School Performance Framework Benchmark Ratings**  
**New Visions Charter High School for Advanced Math and Science IV**

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

**Table 2: New Visions Charter High School for Advanced Math and Science IV  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>	<b>Year 4 2023-2024</b>	<b>Year 5 2024-2025</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	566	566	566	566	566

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS
ELA	2015 Cohort	113	95%	84%	+11	24	75%	55%	+20	6	67%	55%	+12	87	93%	79%	+14
	2016 Cohort	116	100%	88%	+12	17	100%	66%	+34	.	.	.	.	83	100%	84%	+16
Global History	2015 Cohort	113	75%	78%	-3	24	50%	43%	+7	6	50%	48%	+2	87	72%	70%	+2
	2016 Cohort	116	98%	84%	+14	17	94%	60%	+34	.	.	.	.	83	99%	80%	+19
Math	2015 Cohort	113	88%	84%	+4	24	58%	51%	+7	6	83%	60%	+23	87	87%	78%	+9
	2016 Cohort	116	100%	88%	+12	17	100%	64%	+36	.	.	.	.	83	100%	85%	+15
Science	2015 Cohort	113	86%	83%	+3	24	50%	51%	-1	6	67%	51%	+16	87	84%	76%	+8
	2016 Cohort	116	100%	87%	+13	17	100%	64%	+36	.	.	.	.	83	100%	83%	+17
US History	2015 Cohort	113	73%	79%	-6	24	42%	48%	-6	6	67%	48%	+19	87	68%	71%	-3
	2016 Cohort	116	90%	84%	+6	17	94%	61%	+33	.	.	.	.	83	89%	79%	+10

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science IV	NYS	Differential to NYS
2015 Cohort	4 Year	113	87%	83%	+4	24	67%	62%	+5	6	67%	58%	+9	87	83%	77%	+6
	5 Year	109	96%	87%	+9	23	91%	67%	+24	6	83%	68%	+15	78	95%	82%	+13
2016 Cohort	4 Year	116	97%	85%	+12	17	88%	63%	+25	.	.	.	.	83	96%	80%	+16

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
2015-2016	24%	20%	+4	3%	14%	-11	84%	75%	+9
2016-2017	22%	21%	+1	5%	15%	-10	78%	75%	+3
2017-2018	19%	18%	+1	6%	17%	-11	77%	75%	+2
2018-2019	17%	17%	0	6%	16%	-10	78%	73%	+5
2019-2020	16%	17%	-1	7%	15%	-8	74%	76%	-2

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	New Visions CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
2016-2017	85%	81%	+4	80%	78%	+2	100%	78%	+22	85%	81%	+4
2017-2018	84%	86%	-2	78%	81%	-3	83%	79%	+4	85%	86%	-1
2018-2019	90%	87%	+3	88%	83%	+5	83%	80%	+3	92%	86%	+6
2019-2020	89%	85%	+4	80%	83%	-3	91%	78%	+13	89%	84%	+5

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

New Visions CHS for Advanced Math and Science IV	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	125	125	100%
2016-2017	249	255	102%
2017-2018	397	371	93%
2018-2019	542	471	87%
2019-2020	566	494	87%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.

## New Visions Charter High School for the Humanities II

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities II (“HUM II”)
<b>Board Chair</b>	Nancy Grossman
<b>District of Location</b>	NYC CSD 7
<b>Opening Date</b>	Fall 2012
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	455 Southern Boulevard, Bronx - Public Space
<b>Mission Statement</b>	<i>HUM II is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history, and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking.</li> <li>• System of assessment and continuous assessment of data.</li> <li>• Aligned goal setting focused on student need.</li> <li>• Team teaching.</li> <li>• Extended day and Saturday classes.</li> <li>• Additional math and reading specialists on staff.</li> <li>• Challenge-based curriculum and Anchor Projects.</li> <li>• Cascade of writing.</li> <li>• Remediation and Acceleration.</li> <li>• Adult inquiry.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In September 2011, the Board of Regents approved and chartered the New Visions Charter High School for the Humanities II (“HUM II” or “the school”) in NYC CSD 7. The school’s educational program focuses on the arts and humanities. This focus is used to enhance students’ academic studies as well as their social-emotional wellbeing. The school’s curriculum emphasizes student collaboration, creative thinking, and deep understanding and encourages students to take initiative in developing ways to improve their community and beyond.

At the school’s last renewal site visit in the 2019-2020 school year, HUM II was meeting eight of the 10 benchmarks in the 2015 Board of Regents Charter School Performance Framework. The school is implementing the mission, KDEs, education program, and organizational plan in the charter. During the last charter term, the school experienced a turnaround under new leadership, which put in place a coherent curriculum based on New Visions for Public Schools (New Visions network) curriculum resources, as well as a comprehensive assessment system. HUM II is committed to closing the achievement gaps in both reading and writing by employing a robust Response to Intervention system. Regardless of a student’s literacy level upon entering the school, HUM II seeks to ensure that each student meets postsecondary literacy levels by the time he/she graduates. HUM II has built a school community that is defined by “respect, reflection, and representation.” The school encourages student voice and fosters student leadership capacity. Students can participate in student government and/or the Peer Group Connection, where older students serve as mentors and provide leadership lessons to underclassmen. HUM II values the cultural and linguistic diversity among the members of its school community and is committed to capitalizing on students’ English language development and providing a program to develop both English and Spanish authentically at an academic level. To this end, it has been implementing a bilingual program, offering its Spanish-speaking students the opportunity to earn the Seal of Biliteracy. In 2019-2020, the school’s 4-year graduation rate topped the New York State average for all population groups.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow HUM II to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school’s model and founding documents. As the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and

reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised KDEs formalize the schools' commitment to valuing students' voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.

The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple PLCs connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.

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

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



**Table 2: New Visions Charter High School for the Humanities II  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	566	566	566

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS
ELA	2013 Cohort	88	89%	85%	+4	15	53%	55%	-2	6	67%	41%	+26	64	89%	80%	+9
	2014 Cohort	117	72%	84%	-12	32	56%	54%	+2	18	39%	52%	-13	92	71%	78%	-7
	2015 Cohort	104	72%	84%	-12	18	22%	55%	-33	20	35%	55%	-20	76	67%	79%	-12
	2016 Cohort	122	93%	88%	+5	21	81%	66%	+15	27	85%	69%	+16	99	94%	84%	+10
Global History	2013 Cohort	88	59%	78%	-19	15	13%	42%	-29	6	17%	35%	-18	64	58%	70%	-12
	2014 Cohort	117	59%	77%	-18	32	28%	42%	-14	18	28%	43%	-15	92	55%	69%	-14
	2015 Cohort	104	50%	78%	-28	18	28%	43%	-15	20	25%	48%	-23	76	47%	70%	-23
	2016 Cohort	122	80%	84%	-4	21	67%	60%	+7	27	74%	63%	+11	99	82%	80%	+2
Math	2013 Cohort	88	83%	85%	-2	15	33%	50%	-17	6	50%	53%	-3	64	83%	80%	+3
	2014 Cohort	117	62%	83%	-21	32	22%	49%	-27	18	33%	59%	-26	92	58%	77%	-19
	2015 Cohort	104	70%	84%	-14	18	17%	51%	-34	20	40%	60%	-20	76	66%	78%	-12
	2016 Cohort	122	95%	88%	+7	21	86%	64%	+22	27	89%	72%	+17	99	95%	85%	+10
Science	2013 Cohort	88	77%	84%	-7	15	33%	52%	-19	6	33%	42%	-9	64	77%	78%	-1
	2014 Cohort	117	62%	83%	-21	32	28%	52%	-24	18	22%	50%	-28	92	59%	76%	-17
	2015 Cohort	104	63%	83%	-20	18	22%	51%	-29	20	35%	51%	-16	76	59%	76%	-17
	2016 Cohort	122	92%	87%	+5	21	81%	64%	+17	27	81%	66%	+15	99	92%	83%	+9
US History	2013 Cohort	88	65%	81%	-16	15	33%	49%	-16	6	17%	40%	-23	64	66%	74%	-8
	2014 Cohort	117	56%	80%	-24	32	28%	48%	-20	18	44%	50%	-6	92	53%	72%	-19
	2015 Cohort	104	62%	79%	-17	18	28%	48%	-20	20	40%	48%	-8	76	59%	71%	-12
	2016 Cohort	122	66%	84%	-18	21	52%	61%	-9	27	30%	61%	-31	99	62%	79%	-17

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS
2011 Cohort	4 Year	7	0%	80%	-80	.	.	.	.	.	.	.	.	6	0%	73%	-73
	5 Year	7	86%	84%	+2	.	.	.	.	.	.	.	.	6	100%	79%	+21
	6 Year	7	86%	85%	+1	.	.	.	.	.	.	.	.	6	100%	81%	+19
2012 Cohort	4 Year	91	87%	82%	+5	22	68%	57%	+11	12	75%	49%	+26	77	86%	75%	+11
	5 Year	90	91%	85%	+6	21	76%	62%	+14	12	75%	56%	+19	75	91%	80%	+11
	6 Year	90	92%	86%	+6	21	81%	64%	+17	12	83%	58%	+25	75	92%	82%	+10
2013 Cohort	4 Year	88	80%	82%	-2	15	60%	58%	+2	6	50%	42%	+8	64	81%	76%	+5
	5 Year	82	91%	85%	+6	11	82%	64%	+18	.	.	.	.	60	90%	80%	+10
	6 Year	81	93%	86%	+7	10	90%	66%	+24	.	.	.	.	59	92%	82%	+10
2014 Cohort	4 Year	117	73%	83%	-10	32	66%	60%	+6	18	50%	54%	-4	92	72%	76%	-4
	5 Year	113	86%	86%	0	32	84%	66%	+18	17	71%	62%	+9	87	85%	81%	+4
	6 Year	110	91%	87%	+4	32	88%	68%	+20	17	76%	66%	+10	85	91%	83%	+8
2015 Cohort	4 Year	104	76%	83%	-7	18	50%	62%	-12	20	55%	58%	-3	76	74%	77%	-3
	5 Year	104	85%	87%	-2	18	56%	67%	-11	20	85%	68%	+17	76	84%	82%	+2
2016 Cohort	4 Year	122	88%	85%	+3	21	81%	63%	+18	27	85%	63%	+22	99	88%	80%	+8

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District
2015-2016	22%	24%	-2	15%	19%	-4	86%	88%	-2
2016-2017	21%	24%	-3	15%	18%	-3	79%	88%	-9
2017-2018	22%	25%	-3	19%	23%	-4	82%	90%	-8
2018-2019	21%	25%	-4	20%	23%	-3	79%	89%	-10
2019-2020	21%	26%	-5	20%	22%	-2	84%	90%	-6

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District	New Visions CHS for the Humanities II	NYC CSD 7	Differential to District
2015-2016	84%	81%	+3	74%	76%	-2	83%	84%	-1	85%	82%	+3
2016-2017	86%	79%	+7	81%	74%	+7	95%	78%	+17	87%	81%	+6
2017-2018	87%	83%	+4	84%	77%	+7	89%	82%	+7	87%	84%	+3
2018-2019	84%	79%	+5	79%	76%	+3	92%	82%	+10	84%	79%	+5
2019-2020	76%	80%	-4	72%	78%	-6	76%	79%	-3	76%	80%	-4

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

New Visions CHS for the Humanities II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	542	440	81%
2016-2017	566	463	82%
2017-2018	511	485	95%
2018-2019	536	486	91%
2019-2020	566	489	86%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.

## New Visions Charter High School for the Humanities III

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities III
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 22
<b>Opening Date</b>	Fall 2013
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 470 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	3000 Avenue X, Brooklyn - Public Space
<b>Mission Statement</b>	<i>HUM III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history, and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• System of Assessment and Continuous Assessment of Data.</li> <li>• Aligned Goal Setting focused on student need.</li> <li>• Team Teaching – General Education, Special Education, and English Language Learner Specialists.</li> <li>• Extended day and Saturday Classes.</li> <li>• Additional Math and Reading Specialists on staff.</li> <li>• Challenge-Based Curriculum aligned to New York State Learning Standards and Anchor Projects.</li> <li>• Writing.</li> <li>• Remediation and Acceleration.</li> <li>• Capacities for Imaginative Thinking.</li> <li>• Adult Inquiry.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2012, the Board of Regents approved and chartered the New Visions Charter High School for the Humanities III (“HUM III” or “the school”) in the NYC CSD 22. The school’s educational program focuses on the arts and humanities. This focus is used to enhance students’ academic studies as well as their social-emotional wellbeing. The school’s curriculum emphasizes student collaboration, creative thinking, and deep understanding and encourages students to take initiative in developing ways to improve their community and beyond.

At the school’s last mid-term site visit in the 2019-2020 school year, HUM III was meeting six of the 10 benchmarks in the 2015 Board of Regents’ Charter School Performance Framework.<sup>1</sup> The school is implementing the mission, KDEs, education program, and organizational plan set forth in the charter. The school has continuously topped the New York State average in 4-, 5-, and 6-year graduation rates for all population groups (with the exception of the 2014 cohort of all students and 2016 cohort of SWDs, whose respective 4-year cohort graduation rates were -2 and -1 percentage points below the State average). The school has a comprehensive curriculum in place based on the New Visions for Public Schools (New Visions network) curriculum framework and administers a range of assessments aligned with State standards and Regents requirements. The school has moved toward a restorative framework and enhanced school culture and student engagement by adding more extra-curricular activities and implementing project-based learning (PBL) in all content areas, including electives. PBL supports students as they engage in challenge-based learning and student inquiry. The focus of PBL expands as students move through the grades, starting with a school-level perspective in ninth grade leading toward a global focus as the students reach their senior year. This process supports student-driven questions, research, and presentations. Finally, the school benefits from its relationship with the New Visions network, which provides academic, operational, and financial guidance and support.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow HUM III to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

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<sup>1</sup> The CSO did not evaluate Charter School Performance Benchmark 6 for the mid-term site visit. The school’s board, which oversees four New Visions Charter High Schools, was evaluated for the renewal of New Visions Charter High School for Advanced Math and Science IV (AMS IV) in 2019-2020. At AMS IV’s renewal, the board was meeting Benchmark 6.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school's model and founding documents. As the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised KDEs formalize the schools' commitment to valuing students' voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.

The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple PLCs connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.

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

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

**Table 2: New Visions Charter High School for the Humanities III  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2018-2019</b>	<b>Year 2 2019-2020</b>	<b>Year 3 2020-2021</b>	<b>Year 4 2021-2022</b>	<b>Year 5 2022-2023</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	355	385	440	470	470

**Table 3: Regents Cohort Outcomes**

		<b>All Students</b>				<b>SWD</b>				<b>ED</b>			
		Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS
ELA	2013 Cohort	101	83%	85%	-2	19	42%	55%	-13	70	81%	80%	+1
	2014 Cohort	90	84%	84%	0	15	67%	54%	+13	73	89%	78%	+11
	2015 Cohort	80	90%	84%	+6	9	44%	55%	-11	62	94%	79%	+15
	2016 Cohort	49	96%	88%	+8	13	85%	66%	+19	41	95%	84%	+11
Global History	2013 Cohort	101	66%	78%	-12	19	21%	42%	-21	70	69%	70%	-1
	2014 Cohort	90	64%	77%	-13	15	40%	42%	-2	73	68%	69%	-1
	2015 Cohort	80	83%	78%	+5	9	56%	43%	+13	62	82%	70%	+12
	2016 Cohort	49	78%	84%	-6	13	54%	60%	-6	41	73%	80%	-7
Math	2013 Cohort	101	85%	85%	0	19	58%	50%	+8	70	87%	80%	+7
	2014 Cohort	90	74%	83%	-9	15	53%	49%	+4	73	78%	77%	+1
	2015 Cohort	80	85%	84%	+1	9	56%	51%	+5	62	82%	78%	+4
	2016 Cohort	49	96%	88%	+8	13	85%	64%	+21	41	95%	85%	+10
Science	2013 Cohort	101	74%	84%	-10	19	37%	52%	-15	70	76%	78%	-2
	2014 Cohort	90	78%	83%	-5	15	60%	52%	+8	73	81%	76%	+5
	2015 Cohort	80	81%	83%	-2	9	44%	51%	-7	62	81%	76%	+5
	2016 Cohort	49	94%	87%	+7	13	77%	64%	+13	41	93%	83%	+10
US History	2013 Cohort	101	66%	81%	-15	19	26%	49%	-23	70	67%	74%	-7
	2014 Cohort	90	79%	80%	-1	15	60%	48%	+12	73	82%	72%	+10
	2015 Cohort	80	79%	79%	0	9	44%	48%	-4	62	77%	71%	+6
	2016 Cohort	49	92%	84%	+8	13	69%	61%	+8	41	90%	79%	+11



**Table 4: High School Graduation Rates**

		All Students				SWD				ED			
		Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities III	NYS	Differential to NYS
2013 Cohort	4 Year	101	82%	82%	0	19	74%	58%	+16	70	84%	76%	+8
	5 Year	99	91%	85%	+6	18	89%	64%	+25	71	92%	80%	+12
	6 Year	97	94%	86%	+8	17	94%	66%	+28	71	93%	82%	+11
2014 Cohort	4 Year	90	81%	83%	-2	15	80%	60%	+20	73	82%	76%	+6
	5 Year	83	93%	86%	+7	14	86%	66%	+20	67	94%	81%	+13
	6 Year	84	93%	87%	+6	15	87%	68%	+19	68	94%	83%	+11
2015 Cohort	4 Year	80	86%	83%	+3	9	78%	62%	+16	62	87%	77%	+10
	5 Year	78	92%	87%	+5	9	78%	67%	+11	59	92%	82%	+10
2016 Cohort	4 Year	49	90%	85%	+5	13	62%	63%	-1	41	88%	80%	+8

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District
2015-2016	17%	13%	+4	3%	10%	-7	78%	64%	+14
2016-2017	20%	14%	+6	3%	9%	-6	66%	71%	-5
2017-2018	20%	15%	+5	5%	13%	-8	81%	74%	+7
2018-2019	20%	15%	+5	4%	13%	-9	75%	72%	+3
2019-2020	22%	15%	+7	9%	12%	-3	81%	72%	+9

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District	New Visions CHS for the Humanities III	NYC CSD 22	Differential to District
2015-2016	83%	91%	<b>-8</b>	72%	84%	<b>-12</b>	100%	86%	<b>+14</b>	85%	90%	<b>-5</b>
2016-2017	86%	92%	<b>-6</b>	91%	85%	<b>+6</b>	92%	87%	<b>+5</b>	87%	91%	<b>-4</b>
2017-2018	78%	92%	<b>-14</b>	77%	85%	<b>-8</b>	67%	88%	<b>-21</b>	79%	92%	<b>-13</b>
2018-2019	78%	92%	<b>-14</b>	77%	87%	<b>-10</b>	69%	90%	<b>-21</b>	81%	92%	<b>-11</b>
2019-2020	60%	92%	<b>-32</b>	59%	86%	<b>-27</b>	70%	88%	<b>-18</b>	61%	91%	<b>-30</b>

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

New Visions CHS for the Humanities III	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	397	343	86%
2016-2017	542	386	71%
2017-2018	600	327	55%
2018-2019	355	239	67%
2019-2020	385	200	52%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.

## New Visions Charter High School for the Humanities IV

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter to amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.

**Table 1: School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities IV
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 27
<b>Opening Date</b>	Fall 2017
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 9-12 / 566 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	100-00 Beach Channel Drive, Far Rockaway - Public Space
<b>Mission Statement</b>	<i>HUM IV is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history, and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• System of Assessment and Continuous Assessment of Data.</li> <li>• Aligned Goal Setting focused on student need.</li> <li>• Team Teaching – General Education, Special Education, and English Language Learner Specialists.</li> <li>• Extended day and Saturday Classes.</li> <li>• Additional Math and Reading Specialists on staff.</li> <li>• Challenge-Based Curriculum aligned to New York State Learning Standards and Anchor Projects.</li> <li>• Writing.</li> <li>• Remediation and Acceleration.</li> <li>• Capacities for Imaginative Thinking.</li> <li>• Adult Inquiry.</li> </ul>
<b>Proposed Revisions</b>	<ul style="list-style-type: none"> <li>• <b>To amend the Key Design Elements of the school’s charter to more thoroughly reflect the unified practices and values enacted by all New Visions Charter High Schools. This revision is proposed to commence in the 2021-2022 school year.</b></li> </ul>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2012, the Board of Regents approved and chartered the New Visions Charter High School for the Humanities IV (“HUM IV” or the “school”). Originally approved to open in Brooklyn, the school requested a revision to change the proposed location to NYC CSD 27. This revision was approved by the Board of Regents in April 2015, prior to the school’s opening. HUM IV’s educational program focuses on the arts and humanities. This focus is used to enhance students’ academic studies as well as their social-emotional wellbeing. The school’s curriculum emphasizes student collaboration, creative thinking, and deep understanding and encourages students to take initiative in developing ways to improve their community and beyond.

At the school’s mid-term site visit in the 2019-2020 school year, HUM IV was meeting six of the 10 benchmarks in the 2015 Board of Regents’ Charter School Performance Framework.<sup>2</sup> The school is implementing the mission, KDEs, education program, and organizational plan set forth in the charter. HUM IV has maintained a clear and consistent mission throughout its first four years of operation. Through the collaborative efforts of school leadership, special populations staff, and teachers, the school offers a positive and affirmative learning environment that celebrates challenge-based learning, creativity, and student voice. HUM IV showcases student work at the annual Think Show, throughout the building, where student artwork is framed and on display in the hallways, and in promotional videos. The school endeavors to keep the curriculum relevant and engaging for students by incorporating authentic assessments. Teachers across all disciplines are expected to incorporate the school’s instructional priorities, such as instructional routines, Classroom Look-Fors, and literacy across content areas, into their lessons. The school provides teachers with coaching and professional development that focuses on both school-wide and individual goals. The school also has clear structures in place for teacher collaboration and the ongoing collection and analysis of data. Finally, the school benefits from its relationship with New Visions network, which provides academic, operational, and financial guidance and support.

The school’s current KDEs can be found in Table 1 above. The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow HUM IV to amend its KDEs to read:

- Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction.
  - Teacher Development.
  - Literacy and Math Skills for Every Student.
  - Authentic Assessment.
- Individualized Support for Diverse Learners.
- Holistic Social Emotional Supports.
- Comprehensive Postsecondary Readiness.
- Inclusive Family Engagement.
- Civic and Community Engagement.
- Data-Driven Continuous Improvement.

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<sup>2</sup> The CSO did not evaluate Charter School Performance Benchmark 6 for the mid-term site visit. The school’s board, which oversees four New Visions Charter High Schools, was evaluated for the renewal of New Visions Charter High School for Advanced Math and Science IV (AMS IV) in 2019-2020. At AMS IV’s renewal, the board was meeting Benchmark 6.

This revision would allow the school to add and/or reconfigure elements that, while not originally designated as KDEs, had nonetheless been embedded in the school's model and founding documents. As the New Visions network of charter high schools has grown, the schools have recognized that these elements help students graduate with the skills needed for post-secondary success, along with the knowledge to advocate for themselves and their communities. In addition, the schools have revised and reorganized previous elements that relate to teaching and learning in order to more fully reflect the interdependent nature of their curriculum, instruction, and teacher development. Finally, the revised KDEs formalize the schools' commitment to valuing students' voices and developing their leadership and advocacy skills to enable them to build stronger communities, both in and out of school.

The New Visions network developed several strategies to engage the various stakeholder groups in the KDE revision planning and implementation processes. During the 2019-2020 school year, all New Visions Charter High School principals engaged in a series of conversations regarding the revision of the KDEs. These conversations offered multiple opportunities for principals to provide feedback during the drafting process. All principals were also invited to join a subcommittee specifically formed to work more closely on the proposed revision. During a quarterly all-staff meeting in February 2020, staff from all departments at New Visions for Public Schools were given an opportunity to workshop the proposed revision. Throughout the spring and summer, smaller meetings were conducted to discuss KDEs relevant to specific teams' bodies of work. These same teams will be instrumental in developing a detailed implementation and support plan. In January 2021, the network began the facilitation of multiple PLCs connected to discrete KDEs to solicit feedback and share practices across all New Visions Charter High Schools. These PLCs are open to all teaching staff and school leadership. The network has also created a KDE workshop to familiarize school leadership with the KDEs and consider current and possible practices that express these KDEs. Following the approval of the revision, a letter will be distributed to all families, in their home language, with an explanation of the proposed revision. This letter will be followed up with a school-led town hall and a network-led feedback and discussion session.

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

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

**Table 2: New Visions Charter High School for the Humanities IV  
Approved Enrollment for the Current Charter Term**

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

Since the school is currently in the 4<sup>th</sup> year of its initial charter term, HUM IV has not yet had a graduating class. Therefore, total 4-year Regents Cohort outcomes and 4-year graduation rates cannot be provided.

**Table 3: Student Demographics Comparison with District of Location**

	<b>SWD</b>			<b>ELL</b>			<b>ED</b>		
	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District
2017-2018	26%	21%	+5	7%	16%	-9	80%	76%	+4
2018-2019	19%	19%	0	5%	16%	-11	79%	74%	+5
2019-2020	22%	18%	+4	2%	16%	-14	73%	77%	-4

**Table 4: Retention Comparison with District of Location**

	<b>All Students</b>			<b>SWD</b>			<b>ELL</b>			<b>ED</b>		
	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District
2018-2019	80%	84%	-4	73%	82%	-9	100%	79%	+21	81%	84%	-3
2019-2020	81%	85%	-4	81%	84%	-3	80%	77%	+3	81%	84%	-3

**Table 5: Aggregate Enrollment: Reported vs Contracted – Target = 100%**

New Visions CHS for the Humanities IV	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	125	86	69%
2018-2019	249	190	76%
2019-2020	397	274	69%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 25, 2021. Twenty-three people attended, and 10 spoke. Ten were in favor of the revision and none were opposed.



## Stradford Preparatory Charter School for Boys

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this school be permitted to commence instruction in the fall of 2021 with an amended enrollment chart that accelerates the grade levels served in Year 1 of operation, without changing the total number of students enrolled each year, as follows: In Year 1, the school will serve Grade 6 students in addition to the previously approved Grade 5 students. Thereafter, the school will add one additional grade level each academic year until the school serves Grades 5-8.**

**Table 1: School Summary**

<b>Name of Charter School</b>	Stradford Preparatory Charter School for Boys
<b>Board Chair</b>	Keith Howard
<b>District of Location</b>	NYC CSD 11 (Bronx)
<b>Opening Date</b>	Fall 2021
<b>Current Term Authorized Grades /Approved Enrollment</b>	Grades 5 - 8 / 484 students
<b>Comprehensive Management Service Provider</b>	BRICK Education Network, Inc.
<b>Facilities</b>	1734 Williamsbridge Road, Bronx, New York 10461 - Private Space
<b>Mission Statement</b>	<i>United by our Core Values of Brotherhood, Excellence, Self-Efficacy, Adaptability and Leadership, our school will provide young men of all backgrounds and experiences with a robust academic, character, and social education in a nurturing environment. We will inspire our young men and guide them along the path that leads to independence and greatness.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• All-Boys Experience based on the belief that young men feel secure in an environment where they can build a brotherhood with one another while learning to understand themselves and based on the work and research of Michael Gurian.</li> <li>• Experiential Learning focus on data-driven mathematics and literacy skill-building opportunities in lower grades, which will prepare students for increasing rigor and college preparatory upper grade learning experiences. The focus on foundational skill building will help students learn to read, write, and think independently and critically. Students in the upper grades, (the 7th and 8th grades) will have the opportunity to put these foundational skills to use in self-selected Experiential Learning Paths in several focus areas, including STEM, the arts, and social justice.</li> <li>• Mentoring and Leadership Academy uses My Brother’s Keeper and MENTOR’s Elements of Effective Practice for Mentoring Standards as frameworks to provide students with experiences that lead to social and emotional growth. Prior to the start of each school year, students will attend a week-long summer mentoring and leadership academy to participate in workshops, assessments, one-on-one meetings and team building activities. In the fall of each year, students will also be grouped into Advisory Houses which will allow students to receive peer to peer mentoring as well as guidance from teacher leaders and male members of the community.</li> </ul>

<p><b>Key Design Elements Continued</b></p>	<ul style="list-style-type: none"> <li>• Alternative Approach to Discipline will utilize early-interventions that focus on dropout prevention, middle school retention, and high school graduation rates. The tiered discipline system focuses on using positive reinforcements, fixing unwanted behavior, owning actions, and understanding how the individual impacts the community. This process will keep students in the classroom learning while deepening their abilities to practice self-reflection and self-discipline and involves the collaborative work of all stakeholders to ensure a positive culture of excellence.</li> <li>• Collaborative Team Teaching will occur in all math and literacy classes to improve student learning and allow every young man access to the instruction needed to achieve academic success. Staff will utilize data to further enhance curriculum and develop personalized learning plans for both individual students and groups of students. Teachers will have multiple opportunities during their day, as well as school week, to collaboratively plan in grade and subject teams to inform instruction and to strengthen capacity.</li> </ul>
<p><b>Proposed Revisions</b></p>	<p><b>To commence instruction in the fall of 2021 with an amended enrollment chart that accelerates the grade levels served in Year 1 of operation, without changing the total number of students enrolled each year, as follows: In Year 1, the school will serve Grade 6 students in addition to the previously approved Grade 5 students. Thereafter, the school will add one additional grade level each academic year until the school serves Grades 5-8.</b></p>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2017, the Board of Regents approved and chartered the Stradford Preparatory Charter School for Boys (SPCSB) in the Bronx. Originally chartered to serve CSD 9, facilities constraints resulted in the school seeking Board of Regents approval for a revision to relocate to NYC CSD 11, also in the Bronx, which was approved. This school has yet to commence instruction but plans doing so in the fall of 2021. The school’s educational program seeks to provide the highest quality educational experience from boyhood to young adulthood to fuel the academic, cultural, and character growth of each student, helping each to realize his highest potential. SPCSB will provide the foundation that young men need to create their own path to success earned through dedication to academics, social and emotional growth, and self-determination. The school aims to replicate what works and has worked in successful all-boys middle and high schools across the country such as Eagle Academy, Excellence Boys Charter School, Malvern Prep, and Urban Prep. Like the students enrolled in these schools, students will spend more time in school, receive data-driven instruction to fuel academic growth, take part in a school culture of high expectations, receive personalized coaching as it relates to social and emotional growth, be taught by strong teachers that educate the whole child, and receive additional supports such as intervention and enrichment.

The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow the school to commence instruction in the fall of 2021 with an amended enrollment chart reflecting the following changes with no change in the number of students enrolled each year: In Year 1, serving Grade 6 students in addition to the previously approved Grade 5 students. Thereafter, the school will add one additional grade level each academic year until the school serves Grades 5-8. This revision would allow the school to align with the grade configuration of the middle schools in the school’s current

Regents-approved community school district of location rather than in the community school district the school was originally chartered to serve.

**Table 2: Stradford Preparatory Charter School for Boys  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2021-2022</b>	<b>Year 2 2022-2023</b>	<b>Year 3 2023-2024</b>	<b>Year 4 2024-2025</b>	<b>Year 5 2025-2026</b>
<b>Grade Configuration</b>	Grades 5	Grades 5-6	Grades 5-7	Grades 5-8	Grades 5-8
<b>Total Approved Enrollment</b>	128	249	374	484	484

**\*Table 3: Stradford Preparatory Charter School for Boys Proposed Enrollment**

	<b>Year 1 2021-2022</b>	<b>Year 2 2022-2023</b>	<b>Year 3 2023-2024</b>	<b>Year 4 2024-2025</b>	<b>Year 5 2025-2026</b>
<b>Grade Configuration</b>	Grades 5 - 6	Grades 5 - 7	Grades 5 - 8	Grades 5 - 8	Grades 5 - 8
<b>Total Approved Enrollment</b>	128	249	374	484	484

\*The proposed chart was submitted by the Stradford Preparatory Charter School for Boys. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

**Summary of Public Comment**

The required public hearing was held by NYCDOE on April 26, 2021. Four people attended, and two spoke. Both speakers were in favor of the revision and none were opposed

## Urban Dove Team Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to amend its charter to revise its mission and vision statements.**

**Table 1: School Summary**

<b>Name of Charter School</b>	Urban Dove Team Charter School
<b>Board Chair</b>	Michael Grandis
<b>District of Location</b>	NYC CSD 22
<b>Opening Date</b>	Fall 2012
<b>Current Term Authorized Grades/Approved Enrollment</b>	Ungraded (high school) / 305 students
<b>Comprehensive Management Service Provider</b>	Urban Dove, Inc.
<b>Facilities</b>	1256 E. 21 <sup>st</sup> Street, Brooklyn, NY 11210 - Private Space
<b>Mission Statement</b>	<i>Urban Dove Team Charter School (UD Team) is a completely unique and innovative network of alternative sports-based high schools for over-aged, under-credited youth that will combine a rigorous academic curriculum with hands-on, real world, vocational program and an award winning college and career readiness program that strives to give each graduate a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Sports-based youth development.</li> <li>• Support Services.</li> <li>• More time on task.</li> <li>• Same-sex groupings.</li> <li>• Multiple Intelligences.</li> <li>• Differentiated instruction.</li> <li>• Targeted interventions.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the charter school’s mission and vision statement to be better aligned with the school’s Key Design Elements and theory of action in serving over-age/under-credited students.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In December 2010, the Board of Regents approved and chartered the Urban Dove Team Charter School, formerly Urban Dove Charter School (“UD Team” or “the school”), in NYC CSD 13. In 2019, the school requested and was approved to relocate to NYC CSD 22. The school’s educational program focuses on high school-age youth who are over-age and under-credited, utilizing a sports-based youth development program coupled with a NYS Standards-aligned individualized curriculum.

At the school’s last mid-term site visit in the 2019-2020 school year, UD Team was meeting nine of the 10 benchmarks 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 school's trustees request that the Board of Regents approve a material revision to the school's charter to allow the school to amend its charter to revise its mission and vision statements. In 2020, the board reflected upon the work of the previous 10 years and decided it wanted to conduct a review of the school's mission and vision statements to be sure they accurately communicated the work of the school. The school's board created a working group of stakeholders consisting of staff, board members, parents, and community members to provide feedback on how to update the statements so they would be more concise, accurate, and effective. The group met over the summer and fall and presented their suggestions to the board of trustees, which adopted them in October 2020. The proposed revisions are aligned with the key design elements of the school and their theory of action in serving over-age/under-credited students and reflect the work they have been engaged in during their two full charter terms.

The specific details of the proposed revisions are as follows:

**Current Mission:** Urban Dove Team Charter School (UD Team) is a completely unique and innovative network of alternative sports-based high schools for over-aged, under-credited youth that will combine a rigorous academic curriculum with hands-on, real world, vocational program and an award winning college and career readiness program that strives to give each graduate a high school diploma, a foundation for higher education and the job skills needed to enter the world of work.

**Proposed Mission:** *Urban Dove energizes, educates, and empowers young people through our network of UD Team Charter Schools serving over-age under-credited high school students. UD Team's innovative model uses sports, teams, restorative practices, and mentoring to create a culture of high expectations and shared responsibility. By instilling our core values of Teamwork, Leadership and Communication, we develop our students into confident young adults ready to reach their full potential.*

**Current Vision:** **Energize.** UD Team schools energize at risk students through a sports, health, and fitness program that focuses on developing teamwork, healthy competition, and self-confidence for academic and life success. **Educate.** UD Team schools educate over-aged, under-credited students through a three-year mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and on-the-job skills needed to enter the world of work. **Empower.** UD Team schools empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed world citizens.

**Proposed Vision:** *Urban Dove envisions a world where all children receive the high-quality education and support they need and deserve. Through education, they will acquire the critical skills needed to develop into economically, socially, and emotionally independent adults who are empowered to create a more just and equitable society for future generations.*

**Charter School Performance Framework Benchmark Ratings  
Urban Dove Team Charter School**

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

**Table 2: Urban Dove Team Charter School  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2017-2018</b>	<b>Year 2 2018-2019</b>	<b>Year 3 2019-2020</b>	<b>Year 4 2020-2021</b>	<b>Year 5 2021-2022</b>
<b>Grade Configuration</b>	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)
<b>Total Approved Enrollment</b>	265	305	305	305	305

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS
ELA	2013 Cohort	96	38%	85%	-47	36	19%	55%	-36	5	20%	41%	-21	81	37%	80%	-43
	2014 Cohort	99	35%	84%	-49	35	11%	54%	-43	.	.	.	.	83	31%	78%	-47
	2015 Cohort	77	34%	84%	-50	32	25%	55%	-30	.	.	.	.	67	30%	79%	-49
	2016 Cohort	113	51%	88%	-37	56	45%	66%	-21	.	.	.	.	103	52%	84%	-32
Global History	2013 Cohort	96	16%	78%	-62	36	3%	42%	-39	5	20%	35%	-15	81	16%	70%	-54
	2014 Cohort	99	8%	77%	-69	35	6%	42%	-36	.	.	.	.	83	7%	69%	-62
	2015 Cohort	77	8%	78%	-70	32	3%	43%	-40	.	.	.	.	67	6%	70%	-64
	2016 Cohort	113	23%	84%	-61	56	25%	60%	-35	.	.	.	.	103	25%	80%	-55
Math	2013 Cohort	96	44%	85%	-41	36	22%	50%	-28	5	60%	53%	+7	81	47%	80%	-33
	2014 Cohort	99	28%	83%	-55	35	17%	49%	-32	.	.	.	.	83	28%	77%	-49
	2015 Cohort	77	29%	84%	-55	32	28%	51%	-23	.	.	.	.	67	27%	78%	-51
	2016 Cohort	113	48%	88%	-40	56	34%	64%	-30	.	.	.	.	103	48%	85%	-37
Science	2013 Cohort	96	22%	84%	-62	36	3%	52%	-49	5	20%	42%	-22	81	23%	78%	-55
	2014 Cohort	99	14%	83%	-69	35	6%	52%	-46	.	.	.	.	83	13%	76%	-63
	2015 Cohort	77	14%	83%	-69	32	9%	51%	-42	.	.	.	.	67	12%	76%	-64
	2016 Cohort	113	46%	87%	-41	56	43%	64%	-21	.	.	.	.	103	48%	83%	-35
US History	2013 Cohort	96	18%	81%	-63	36	8%	49%	-41	5	20%	40%	-20	81	20%	74%	-54
	2014 Cohort	99	22%	80%	-58	35	11%	48%	-37	.	.	.	.	83	18%	72%	-54
	2015 Cohort	77	10%	79%	-69	32	9%	48%	-39	.	.	.	.	67	10%	71%	-61
	2016 Cohort	113	23%	84%	-61	56	25%	61%	-36	.	.	.	.	103	23%	79%	-56

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS	NYS	Differential to NYS
2011 Cohort	4 Year	95	12%	80%	-68	36	0%	54%	-54	5	0%	48%	-48	66	12%	73%	-61
	5 Year	80	38%	84%	-46	28	36%	60%	-24	.	.	.	.	63	38%	79%	-41
	6 Year	79	42%	85%	-43	28	43%	62%	-19	.	.	.	.	58	45%	81%	-36
2012 Cohort	4 Year	89	22%	82%	-60	36	19%	57%	-38	.	.	.	.	66	23%	75%	-52
	5 Year	86	38%	85%	-47	34	26%	62%	-36	.	.	.	.	60	38%	80%	-42
	6 Year	84	45%	86%	-41	35	37%	64%	-27	.	.	.	.	55	47%	82%	-35
2013 Cohort	4 Year	96	21%	82%	-61	36	25%	58%	-33	5	20%	42%	-22	81	20%	76%	-56
	5 Year	95	39%	85%	-46	35	37%	64%	-27	5	40%	50%	-10	77	39%	80%	-41
	6 Year	95	42%	86%	-44	36	39%	66%	-27	5	60%	53%	+7	77	43%	82%	-39
2014 Cohort	4 Year	99	12%	83%	-71	35	17%	60%	-43	.	.	.	.	83	10%	76%	-66
	5 Year	93	41%	86%	-45	33	42%	66%	-24	.	.	.	.	76	39%	81%	-42
	6 Year	92	54%	87%	-33	32	47%	68%	-21	.	.	.	.	76	51%	83%	-32
2015 Cohort	4 Year	77	12%	83%	-71	32	16%	62%	-46	.	.	.	.	67	9%	77%	-68
	5 Year	77	36%	87%	-51	32	34%	67%	-33	.	.	.	.	67	33%	82%	-49
2016 Cohort	4 Year	113	15%	85%	-70	56	18%	63%	-45	.	.	.	.	103	17%	80%	-63

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District
2015-2016	41%	12%	+29	2%	10%	-8	82%	62%	+20
2016-2017	36%	13%	+23	3%	9%	-6	82%	71%	+11
2017-2018	38%	15%	+23	2%	13%	-11	86%	74%	+12
2018-2019	44%	13%	+31	4%	12%	-8	86%	72%	+14
2019-2020	44%	14%	+30	4%	11%	-7	89%	72%	+17



**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District	Urban Dove Team CS	NYC CSD 22	Differential to District
2015-2016	66%	92%	<b>-26</b>	73%	84%	<b>-11</b>	57%	86%	<b>-29</b>	63%	91%	<b>-28</b>
2016-2017	61%	92%	<b>-31</b>	54%	85%	<b>-31</b>	83%	87%	<b>-4</b>	65%	91%	<b>-26</b>
2017-2018	78%	92%	<b>-14</b>	79%	86%	<b>-7</b>	50%	89%	<b>-39</b>	80%	92%	<b>-12</b>
2018-2019	78%	93%	<b>-15</b>	73%	86%	<b>-13</b>	100%	90%	<b>+10</b>	79%	93%	<b>-14</b>
2019-2020	69%	93%	<b>-24</b>	74%	88%	<b>-14</b>	100%	88%	<b>+12</b>	70%	92%	<b>-22</b>

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

Urban Dove Team CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	265	271	<b>102%</b>
2016-2017	265	260	<b>98%</b>
2017-2018	265	245	<b>92%</b>
2018-2019	305	293	<b>96%</b>
2019-2020	305	313	<b>103%</b>

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 22, 2021. One person attended and spoke in favor of the revision.

## Urban Dove Team Charter School II

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to amend its charter to revise its mission and vision statements.**

**Table 1: School Summary**

<b>Name of Charter School</b>	Urban Dove Team Charter School II
<b>Board Chair</b>	Michael Grandis
<b>District of Location</b>	NYC CSD 7
<b>Opening Date</b>	Fall 2018
<b>Current Term Authorized Grades / Approved Enrollment</b>	Ungraded (high school) / 305 students
<b>Comprehensive Management Service Provider</b>	Urban Dove, Inc.
<b>Facilities</b>	860 Forest Avenue, Bronx - Private Space
<b>Mission Statement</b>	The mission of Urban Dove Team Charter School II is to energize at-risk students through a sports, health, and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate overage/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed, and independent world citizens.
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Sports-based youth development.</li> <li>• Support Services.</li> <li>• More time on task.</li> <li>• Same-sex groupings.</li> <li>• Multiple Intelligences.</li> <li>• Differentiated instruction.</li> <li>• Targeted interventions.</li> </ul>
<b>Proposed Revisions</b>	<b>To amend the charter school’s mission and vision statement to be better aligned with the school’s Key Design Elements and theory of action in serving over-age/under-credited students.</b>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2017, the Board of Regents approved and chartered the Urban Dove Team Charter School II (“UDTCS II”, “UD Team,” or “the school”) in NYC. The school was approved to open in NYC CSD 12, 7, or 4. The school’s educational program focuses on high school-age youth who are over-age and under-credited, utilizing a sports-based youth development program coupled with a NYS Standards-aligned individualized curriculum.

The CSO will conduct a mid-term site visit in May 2021 where we will evaluate the school's progress toward meeting the 10 benchmarks in the Board of Regents' Charter School Performance Framework. The school has had two monitoring visits by the CSO in 2019 and 2020 and has demonstrated they are implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

The school's trustees request that the Board of Regents approve a material revision to the school's charter to allow the school to amend its charter to revise its mission and vision statements. In 2020, the board reflected upon the work of the previous 10 years (Urban Dove Team I and II), and decided it wanted to conduct a review of the school's mission and vision statements to be sure they accurately communicated the work of the school. The school's board created a working group of stakeholders consisting of staff, board members, parents, and community members to provide feedback on how to update the statements so they would be more concise, accurate, and effective. The group met over the summer and fall and presented their suggestions to the board of trustees, which adopted them in October 2020. The proposed revisions are aligned with the school's key design elements and theory of action in serving over-age/under-credited students.

The proposed revisions are as follows:

**Current Mission:** The mission of Urban Dove Team Charter School II is to energize at-risk students through a sports, health, and fitness program that focuses on developing teamwork, leadership, communication, and self-confidence; to educate over-age/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed, and independent world citizens.

**Proposed Mission:** *Urban Dove energizes, educates, and empowers young people through our network of UD Team Charter Schools serving over-age under-credited high school students. UD Team's innovative model uses sports, teams, restorative practices, and mentoring to create a culture of high expectations and shared responsibility. By instilling our core values of Teamwork, Leadership and Communication, we develop our students into confident young adults ready to reach their full potential.*

**Current Vision:** **Energize.** UD Team schools energize at risk students through a sports, health, and fitness program that focuses on developing teamwork, healthy competition, and self-confidence for academic and life success. **Educate.** UD Team schools educate over-aged, under-credited students through a three-year mastery-based, personalized instructional program that leads to a high school diploma, foundation for higher education, and on the job skills needed to enter the world of work. **Empower.** UD Team schools empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed world citizens.

**Proposed Vision:** *Urban Dove envisions a world where all children receive the high-quality education and support they need and deserve. Through education, they will acquire the critical skills needed to develop into economically, socially, and emotionally independent adults who are empowered to create a more just and equitable society for future generations.*

**Table 2: Urban Dove Team Charter School II  
Approved Enrollment for the Current Charter Term**

	<b>Year 1 2018-2019</b>	<b>Year 2 2019-2020</b>	<b>Year 3 2020-2021</b>	<b>Year 4 2021-2022</b>	<b>Year 5 2022-2023</b>
<b>Grade Configuration</b>	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)
<b>Total Approved Enrollment</b>	110	205	295	305	305

**Table 3: Regents Cohort Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS
ELA	2015 Cohort	5	0%	84%	<b>-84</b>	.	.	.	.	.	.	.	.	5	0%	79%	<b>-79</b>
	2016 Cohort	57	40%	88%	<b>-48</b>	27	33%	66%	<b>-33</b>	9	33%	69%	<b>-36</b>	53	40%	84%	<b>-44</b>
Global History	2015 Cohort	5	0%	78%	<b>-78</b>	.	.	.	.	.	.	.	.	5	0%	70%	<b>-70</b>
	2016 Cohort	57	0%	84%	<b>-84</b>	27	0%	60%	<b>-60</b>	9	0%	63%	<b>-63</b>	53	0%	80%	<b>-80</b>
Math	2015 Cohort	5	0%	84%	<b>-84</b>	.	.	.	.	.	.	.	.	5	0%	78%	<b>-78</b>
	2016 Cohort	57	37%	88%	<b>-51</b>	27	33%	64%	<b>-31</b>	9	33%	72%	<b>-39</b>	53	40%	85%	<b>-45</b>
Science	2015 Cohort	5	0%	83%	<b>-83</b>	.	.	.	.	.	.	.	.	5	0%	76%	<b>-76</b>
	2016 Cohort	57	35%	87%	<b>-52</b>	27	30%	64%	<b>-34</b>	9	33%	66%	<b>-33</b>	53	36%	83%	<b>-47</b>
US History	2015 Cohort	5	0%	79%	<b>-79</b>	.	.	.	.	.	.	.	.	5	0%	71%	<b>-71</b>
	2016 Cohort	57	30%	84%	<b>-54</b>	27	37%	61%	<b>-24</b>	9	11%	61%	<b>-50</b>	53	30%	79%	<b>-49</b>

**Table 4: High School Graduation Rates**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS	Charter Total Cohort	Urban Dove Team CS II	NYS	Differential to NYS
2015 Cohort	4 Year	5	0%	83%	<b>-83</b>	.	.	.	.	.	.	.	.	5	0%	77%	<b>-77</b>
2016 Cohort	4 Year	57	0%	85%	<b>-85</b>	27	0%	63%	<b>-63</b>	9	0%	63%	<b>-63</b>	53	0%	80%	<b>-80</b>

**Table 5: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	Urban Dove Team CS II	NYC CSD 7	Differential to District	Urban Dove Team CS II	NYC CSD 7	Differential to District	Urban Dove Team CS II	NYC CSD 7	Differential to District
2018-2019	42%	28%	+14	15%	23%	-8	97%	90%	+7
2019-2020	44%	26%	+18	15%	22%	-7	94%	89%	+5

**Table 6: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	Urban Dove Team CS II	NYC CSD 7	Differential to District	Urban Dove Team CS II	NYC CSD 7	Differential to District	Urban Dove Team CS II	NYC CSD 7	Differential to District	Urban Dove Team CS II	NYC CSD 7	Differential to District
2019-2020	94%	81%	+13	95%	76%	+19	100%	84%	+16	94%	81%	+13

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

Urban Dove Team CS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	110	98	89%
2019-2020	205	207	101%

**Summary of Public Comment**

The required public hearing was held by NYCDOE on February 22, 2021. One person attended and spoke in favor of the revision.

## Utica Academy of Science Charter School

In accordance with Education Law, Article 56, the **New York State Education Department** recommends that this charter school be permitted to revise its charter and relocate its middle school grades, which are currently located in the Utica CSD, to a new building next to its elementary and high school in the Frankfort-Schuyler CSD. This school would still be chartered to serve students in the Utica CSD.

**Table 1: School Summary**

<b>Name of Charter School</b>	Utica Academy of Science Charter School
<b>Board Chair</b>	Dr. Fehmi Damkaci
<b>District of Location</b>	Utica City School District
<b>Opening Date</b>	Fall 2013
<b>Current Term Authorized Grades / Approved Enrollment</b>	K - Grade 12 / 858 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• MS: 1214 Lincoln Ave., Utica, NY 13502 - Private Space</li> <li>• ES and HS: 160 School Lane, Frankfort, NY 13340 - Private Space</li> </ul>
<b>Mission Statement</b>	<i>“Utica Academy of Science Charter School will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.”</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A college-bound culture using an extensive college readiness curriculum via collaborations with SUNYIT, Utica College, Mohawk Valley Community College, and Hamilton College and Oswego Summer Science Immersion.</li> <li>• STEM focus with high expectations for achievement in science, technology, engineering, and math. Students participate in robotics, math competitions, science fairs, and state-of-the-art AP-level chemistry and biology.</li> <li>• Environmental education is embedded into the curricula and school culture.</li> <li>• “Glocal” education focuses on the importance of thinking globally while acting locally.</li> <li>• Character education is incorporated into the school culture to encourage universally recognized values, such as honesty, stewardship, kindness, generosity, courage, freedom, justice, equality and respect. Students participate in adventure-based education to develop leadership skills, positive self-image, interpersonal skills, and academic achievement.</li> </ul>

<p><b>Key Design Elements</b> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• Extended learning opportunities include extended school day, one-on-one afterschool tutoring, enrichment programs, and Saturday Academy, as well as Saturday IVY League.</li> <li>• High levels of parental involvement including parent access to the school database to monitor assignments, teacher comments, test scores, and attendance via smartphone. Teachers have contact with a minimum of ten parents per week and conduct four home-visits to each student’s family each school year.</li> <li>• A performance-based, data-rich accountability system is in place to monitor school, teacher, organizational, and financial performance. Action plans are developed to improve student achievement.</li> </ul>
<p><b>Proposed Revisions</b></p>	<p><b>To relocate its middle school grades, currently in the Utica CSD, to a new building next to its elementary and high school in the Frankfort-Schuyler CSD. This school would still be chartered to serve students in the Utica CSD.</b></p>

The requested revisions will have no bearing on the number of students being served by this charter school; will not have a fiscal impact on the school district of location or any other school district; and will not impact the number of charters available for issuance in New York City or the State.

In November 2012, the Board of Regents approved and chartered the Utica Academy of Science Charter School (“UASCS” or “the school”) in the Utica City School District (Utica CSD). The school is a college preparatory, STEM-focused charter school which requires all students in Grades 6 - 8 to complete almost double the amount of ELA and math instruction required by NYSED. The curriculum also includes challenging AP classes, college courses, and many elective choices for students, particularly in the sciences. In addition, by offering summer research programs at local colleges, school-wide academic competitions, college credits earned in high school, and college visitations and entrance exam preparation beginning in the 8th grade, UASCS employs every strategy it can to academically motivate and engage students. As a result, UASCS has been able to achieve 100 percent college acceptance rates in its first graduation class.

At the school’s last renewal site visit in the 2017-2018 school year, UASCS was meeting all 10 benchmarks 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 school’s trustees request that the Board of Regents approve a material revision to the school’s charter to permit the relocation of its middle school grades from Utica CSD to a new building next to its elementary and high schools in the Frankfort-Schuyler CSD. This revision would allow the school to serve all of its K- Grade 12 students in a single location while maintaining the charter’s focus on serving students in the Utica CSD.

**Charter School Performance Framework Ratings  
Utica Academy of Science Charter School**

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



**Table 2: Utica Academy of Science Charter School  
Approved Enrollment at Utica Location: 1214 Lincoln Ave Utica NY 13502**

	<b>Year 1 2018-2019</b>	<b>Year 2 2019-2020</b>	<b>Year 3 2020-2021</b>	<b>Year 4 2021-2022</b>	<b>Year 5 2022-2023</b>
<b>Grade Configuration</b>	Grades 6-8	Grades 6- 8	Grades 6 - 8	Grades 6- 8	Grades 6 - 8
<b>Total Approved Enrollment</b>	198	198	171	171	171

**Table 3: Utica Academy of Science Charter School  
Approved Enrollment at Frankfort Location: 160 School Lane Frankfort NY 13340**

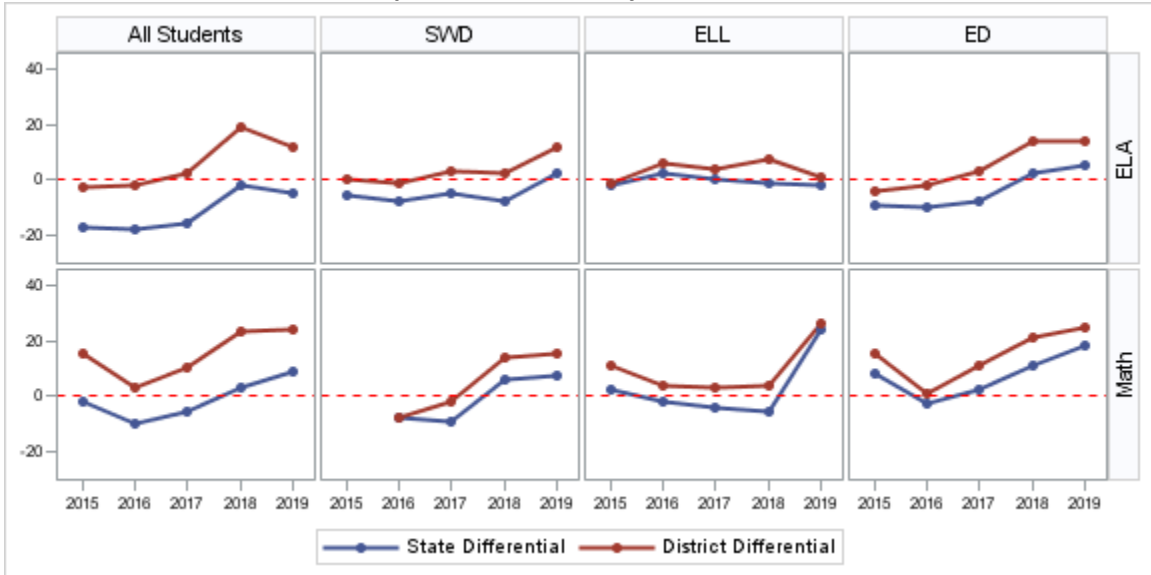
	<b>Year 1 2018-2019</b>	<b>Year 2 2019-2020</b>	<b>Year 3 2020-2021</b>	<b>Year 4 2021-2022</b>	<b>Year 5 2022-2023</b>
<b>Grade Configuration</b>	K- Grade 1, Grades 9-12	K-Grade 2, Grades 9-12	K – Grade 3 and Grades 9 - 12	K – Grade 4 and Grades 9 - 12	K – Grade 5 and Grades 9 - 12
<b>Total Approved Enrollment</b>	396	462	555	621	687

**Table 4: Utica Academy of Science Charter School Approved Enrollment of All Grades at  
Proposed Location at 160 School Lane Frankfort NY 13340**

	<b>Year 1 2018-2019</b>	<b>Year 2 2019-2020</b>	<b>Year 3 2020-2021</b>	<b>Year 4 2021-2022</b>	<b>Year 5 2022-2023</b>
<b>Grade Configuration</b>	K- Grade 1, Grades 6 - 12	K-Grade 2, Grades 6 - 12	K-Grades 3, Grades 6 - 12	K-Grade 4, Grades 6 - 12	K-Grade 12
<b>Total Approved Enrollment</b>	594	660	726	792	858

\*The proposed chart was submitted by the Utica Academy of Science Charter School. It is subject to change pending the final revision recommendation and approval by the Board of Regents.

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



**Table 5: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS**

		ELA					Math				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	14%	17%	-3	31%	-17	31%	16%	+15	33%	-2
	2015-2016	19%	21%	-2	37%	-18	24%	21%	+3	34%	-10
	2016-2017	24%	22%	+2	40%	-16	28%	18%	+10	34%	-6
	2017-2018	44%	25%	+19	46%	-2	43%	20%	+23	40%	+3
	2018-2019	40%	28%	+12	45%	-5	51%	27%	+24	42%	+9
SWD	2014-2015	0%	0%	0	6%	-6	.	.	.	.	.
	2015-2016	0%	1%	-1	8%	-8	0%	8%	-8	8%	-8
	2016-2017	5%	2%	+3	10%	-5	0%	2%	-2	9%	-9
	2017-2018	6%	4%	+2	14%	-8	18%	4%	+14	12%	+6
	2018-2019	15%	3%	+12	13%	+2	20%	5%	+15	13%	+7
ELL	2014-2015	4%	5%	-1	6%	-2	16%	5%	+11	14%	+2
	2015-2016	10%	4%	+6	8%	+2	12%	8%	+4	14%	-2
	2016-2017	8%	4%	+4	8%	0	8%	5%	+3	12%	-4
	2017-2018	19%	12%	+7	20%	-1	15%	11%	+4	21%	-6
	2018-2019	17%	16%	+1	19%	-2	47%	21%	+26	23%	+24
ED	2014-2015	12%	16%	-4	21%	-9	31%	16%	+15	23%	+8
	2015-2016	17%	19%	-2	27%	-10	21%	20%	+1	24%	-3
	2016-2017	22%	19%	+3	30%	-8	26%	15%	+11	24%	+2
	2017-2018	38%	24%	+14	36%	+2	41%	20%	+21	30%	+11
	2018-2019	40%	26%	+14	35%	+5	51%	26%	+25	33%	+18

**Table 6: Regents Cohort Outcomes**

		All Students				ELL				ED			
		Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS
ELA	2013 Cohort	24	92%	85%	+7	5	60%	41%	+19	18	89%	80%	+9
	2014 Cohort	29	97%	84%	+13	.	.	.	.	24	100%	78%	+22
	2015 Cohort	41	93%	84%	+9	.	.	.	.	36	92%	79%	+13
	2016 Cohort	38	100%	88%	+12	.	.	.	.	32	100%	84%	+16
Global History	2013 Cohort	24	92%	78%	+14	5	80%	35%	+45	18	89%	70%	+19
	2014 Cohort	29	86%	77%	+9	.	.	.	.	24	88%	69%	+19
	2015 Cohort	41	90%	78%	+12	.	.	.	.	36	89%	70%	+19
	2016 Cohort	38	97%	84%	+13	.	.	.	.	32	97%	80%	+17
Math	2013 Cohort	24	100%	85%	+15	5	100%	53%	+47	18	100%	80%	+20
	2014 Cohort	29	97%	83%	+14	.	.	.	.	24	100%	77%	+23
	2015 Cohort	41	93%	84%	+9	.	.	.	.	36	92%	78%	+14
	2016 Cohort	38	97%	88%	+9	.	.	.	.	32	100%	85%	+15
Science	2013 Cohort	24	96%	84%	+12	5	100%	42%	+58	18	94%	78%	+16
	2014 Cohort	29	90%	83%	+7	.	.	.	.	24	92%	76%	+16
	2015 Cohort	41	93%	83%	+10	.	.	.	.	36	92%	76%	+16
	2016 Cohort	38	100%	87%	+13	.	.	.	.	32	100%	83%	+17
US History	2013 Cohort	24	100%	81%	+19	5	100%	40%	+60	18	100%	74%	+26
	2014 Cohort	29	93%	80%	+13	.	.	.	.	24	96%	72%	+24
	2015 Cohort	41	88%	79%	+9	.	.	.	.	36	86%	71%	+15
	2016 Cohort	38	100%	84%	+16	.	.	.	.	32	100%	79%	+21

**Table 7: High School Graduation Rates**

		All Students				ELL				ED			
		Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS
2013 Cohort	4 Year	24	96%	82%	+14	5	100%	42%	+58	18	94%	76%	+18
	5 Year	23	100%	85%	+15	5	100%	50%	+50	17	100%	80%	+20
	6 Year	23	100%	86%	+14	5	100%	53%	+47	17	100%	82%	+18
2014 Cohort	4 Year	29	93%	83%	+10	.	.	.	.	24	96%	76%	+20
	5 Year	28	96%	86%	+10	.	.	.	.	23	100%	81%	+19
	6 Year	27	100%	87%	+13	.	.	.	.	23	100%	83%	+17
2015 Cohort	4 Year	41	90%	83%	+7	.	.	.	.	36	89%	77%	+12
	5 Year	40	100%	87%	+13	.	.	.	.	35	100%	82%	+18
2016 Cohort	4 Year	38	97%	85%	+12	.	.	.	.	32	97%	80%	+17

**Table 8: Student Demographics Comparison with District of Location**

	SWD			ELL			ED		
	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District
2015-2016	8%	18%	-10	16%	19%	-3	75%	86%	-11
2016-2017	7%	16%	-9	16%	19%	-3	86%	83%	+3
2017-2018	9%	16%	-7	12%	23%	-11	79%	85%	-6
2018-2019	7%	16%	-9	8%	22%	-14	84%	86%	-2
2019-2020	8%	16%	-8	7%	24%	-17	86%	87%	-1

**Table 9: Retention Comparison with District of Location**

	All Students			SWD			ELL			ED		
	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District
2015-2016	77%	90%	-13	53%	89%	-36	70%	93%	-23	79%	91%	-12
2016-2017	73%	91%	-18	50%	88%	-38	80%	89%	-9	73%	90%	-17
2017-2018	78%	91%	-13	80%	89%	-9	71%	90%	-19	77%	91%	-14
2018-2019	78%	92%	-14	64%	91%	-27	63%	93%	-30	78%	93%	-15
2019-2020	86%	90%	-4	68%	90%	-22	91%	92%	-1	84%	90%	-6

**Table 10: Aggregate Enrollment: Reported vs Contracted – Target = 100%**

Utica Academy of Science CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	352	338	96%
2016-2017	440	409	93%
2017-2018	462	447	97%
2018-2019	594	531	89%
2019-2020	660	678	103%

**Summary of Public Comment**

The required public hearing was held by the Utica CSD on April 27, 2021 and by the Frankfort-Schuyler CSD on April 13, 2021. Regarding the hearing held by the Utica CSD, three people spoke. All three were in favor of the revision with none opposed. Regarding the hearing held by the Frankfort-Schuyler CSD, five people spoke. All five were in favor of the revision and none were opposed.

## APPENDIX

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

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

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

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

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

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 revision 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/SectionIIMonitoringPlan.html) (<http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIMonitoringPlan.html>), including review of the information presented by the schools in their Revision Applications and consideration of public comment.