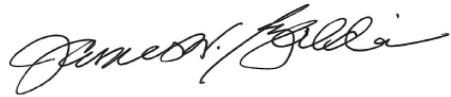





TO: P-12 Education Committee

FROM: James N. Baldwin 

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

DATE: May 5, 2022

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

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

- **Brooklyn Urban Garden Charter School** (Four-year renewal and revisions to amend the Key Design Elements, organizational chart, and mission).
- **Hebrew Language Academy Charter School 2** (Three-year renewal and revisions to amend Key Design Elements and the organizational chart).
- **New York City Montessori Charter School** (Four-year renewal and revisions to change the name of the school and amend Key Design Elements and the organizational chart).
- **Riverhead Charter School** (Five-year renewal and revisions to add Grades 11 through 12 to the schools currently approved K through Grade 10 configuration, with a corresponding enrollment increase from 850 students to 1244 students, and amendments to a Key Design Element, organizational chart, and mission).
- **Rochester Academy Charter School** (Four-year renewal and revisions to add Grade 5 to the school's currently approved K through Grade 4, and Grades 6 through 12 configurations, with a corresponding enrollment increase from 750 students to 816 students, and amendments to the Key Design Elements, the mission, vision, and Key Design Elements).

- **Syracuse Academy of Science Charter School** (Five-year renewal and a revision to amend the organizational chart).
- **Syracuse Academy of Science and Citizenship Charter School** (Five-year renewal and revisions to add Grades 7 through 12 to the currently approved K through Grade 6 configuration, with a corresponding enrollment increase from 525 students to 975 students, and additional revisions to change the school's name and amendments to the organizational chart and relocation of Grades 6 through 12 to a leased facility within the Liverpool City School District with the school maintaining a focus on serving students in the Syracuse City School District).
- **Young Women's College Preparatory Charter School of Rochester** (Five-year renewal).

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at its May 2022 meeting.

Procedural History

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

Background Information

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

Related Regents Items

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

Brooklyn Urban Garden Charter School

September 2011 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.pdf>)

March 2018 [First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/318p12a5.pdf>)

Hebrew Language Academy Charter School 2

November 2016 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1116p12a1.pdf>)

New York City Montessori Charter School

December 2010 [Initial Charter](#)

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

May 2016 [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/516p12a3.pdf>)

April 2019 [Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/419p12a1.pdf>)

Riverhead Charter School

January 2001 Initial Charter
(Not electronically available)

July 2003 [Grade-Level Expansion Revision](#)

(<http://www.regents.nysed.gov/meetings/2003Meetings/July2003/0703brca11.htm>)

December 2005 [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/December2005/1205emscvesida3.htm>)

May 2008 [Second Renewal](#)

(<http://www.regents.nysed.gov/meetings/2008Meetings/May2008/0508emsca5.htm>)

April 2009 [Third Renewal](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca2.htm>)

January 2010 [Enrollment Reduction Revision](#)

(<http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca3.htm>)

March 2013 [Grade-Level Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/313brca5.pdf>)

March 2014 [Fourth Renewal with Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)
(https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)

March 2017 [Fifth Renewal with Enrollment Expansion Revision](https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)
(https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)

March 2018 [Organizational Structure, and Enrollment and Grade-Level Expansion Revisions](https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf)
(https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf)

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

Rochester Academy Charter School

January 2008 [Initial Charter](http://www.regents.nysed.gov/meetings/2008Meetings/January2008/0108emsca4.htm)
(http://www.regents.nysed.gov/meetings/2008Meetings/January2008/0108emsca4.htm)

January 2013 [First Renewal](http://www.regents.nysed.gov/common/regents/files/113p12a2%5B1%5D.pdf)
(http://www.regents.nysed.gov/common/regents/files/113p12a2%5B1%5D.pdf)

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

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

March 2017 [Fourth Renewal with Enrollment and Grade-Level Expansion Revision](https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)
(https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)

December 2020 [Relocation Revision](https://www.regents.nysed.gov/common/regents/files/1220p12a3.pdf)
(https://www.regents.nysed.gov/common/regents/files/1220p12a3.pdf)

Syracuse Academy of Science Charter School

January 2003 Initial Charter
(Not electronically available)

December 2007 [First Renewal](http://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesid a1.htm)
(http://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesid a1.htm)

May 2010 [Enrollment and Grade-Level Expansion Revision](http://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca10.htm)
(http://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca10.htm)

March 2012 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/312p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/March2012/312p12a1.pdf>)

February 2014 [Calendar, Relocation, and Enrollment Expansion Revisions](#)
(<http://www.regents.nysed.gov/common/regents/files/214p12a1%5B2%5D.pdf>)

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

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

Syracuse Academy of Science and Citizenship Charter School

November 2016 [Initial Charter](#)
(<https://www.regents.nysed.gov/common/regents/files/1116p12a1.pdf>)

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

Young Women's College Preparatory Charter School of Rochester

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

May 2016 [Relocation Revision](#)
(<https://www.regents.nysed.gov/common/regents/files/516p12a2.pdf>)

January 2017 [First Renewal with Enrollment and Grade-Level Expansion Revision](#)
(<https://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

March 2018 [Enrollment Reduction Revision](#)
(<https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf>)

May 2019 [Second Renewal](#)
(<https://www.regents.nysed.gov/common/regents/files/519p12a4.pdf>)

Recommendation

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

VOTED: That the Board of Regents finds that **Brooklyn Urban Garden Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting

the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Urban Garden Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

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

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

VOTED: That the Board of Regents finds that **Riverhead Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Riverhead Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

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

VOTED: That the Board of Regents finds that **Syracuse Academy of Science Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Syracuse Academy of Science Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Syracuse Academy of Science and Citizenship Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Syracuse Academy of Science and Citizenship Charter School**, and approves the revision to amend the name of the charter school to **Citizenship and Science Academy of Syracuse Charter School**, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

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

school, and the Board of Regents, therefore, approves the renewal application of **Young Women's College Preparatory Charter School of Rochester** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

Timetable for Implementation

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

Brooklyn Urban Garden Charter School

Table 1: Charter School Summary

Name of Charter School	Brooklyn Urban Garden Charter School
Board Chairs	Felice Ekelman, Jackie Piccolo
District of Location	NYC CSD 15 ¹
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 26, 2013 - June 30, 2018 • First Renewal: July 1, 2018 - June 30, 2022
Facilities	500 19 th Street, Brooklyn NY 11215 - Private Space
Innovative and Noteworthy Programs	The Sustainability Competencies Framework is integrated across content areas and focuses students on applying creative approaches to real-world challenges, particularly those related to the environment and surrounding community. Specifically, the school provides the opportunity for students to explore grade-wide learning themes and deeply engage in the authentic project and problem-based learning through the lens of social justice. BUGS continues to develop its restorative practices model and provide holistic support for its students via The Collaborative for Academic, Social, and Emotional Learning (CASEL) and through its multiple partnerships with community-based organizations that are aligned with its core values.
Recommended Material Revisions	<ul style="list-style-type: none"> • To remove these Key Design Elements: Education for Sustainability; Rigorous and engaging academic program; Data-driven climate; Focus on services for students with special needs; and Technology infusion and add the following key design elements: Inquiry-Based Study of the Science of Sustainability; Extended Time for Learning; A Positive and Inclusive School Climate; A Professional Learning Community; Authentic Assessments and Individualization; and Use of Technology. • To amend the school’s organizational chart. • To amend the charter school’s mission from: “The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to the stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society.” to “The mission of Brooklyn Urban Garden Charter School (BUGS) is to provide hands-on, interdisciplinary education to young adolescents of all abilities and backgrounds, with a focus on real-world problem solving

¹ Twenty-three percent of all students residing in this district attend charter schools.

	and the exploration of environmental, social, and economic sustainability. BUGS students will excel in the core academic subjects and become engaged community members who are critical thinkers prepared to achieve excellence in high school and beyond.”
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-bugs-04-20-2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	300	300	300	300

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Recommended Enrollment	300	300	300	300

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the New York State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on-site and over the course

of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- In terms of New York State 3-8 Assessment results, BUGS’ current charter term runs from July 2018 to June 2022, and SY 2019-2020 academic proficiency data is not available, as no NYS assessments were conducted in 2020. BUGS reports in the BM 1 narrative submitted with its renewal application that the participation rate for state testing data in 2021 “was below 50 percent for the whole school overall,” and reports that participation in both ELA and math by grade was as follows: 52 percent in Grade 6, 54 percent in Grade 7 and 28 percent in Grade 8.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

The requested revisions will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving these revision requests is likely to improve student learning and achievement because Key Design Elements will be better aligned with the school’s mission, vision, and current practices. Approving the revision to the school’s organization chart will result in a significant educational benefit to students because as the school has grown, additional staff are needed to provide the academic and operational capacity needed to support students. The revision to the mission statement will improve student learning and achievement because the proposed tighter language and the clarification of the broader definition of sustainability as not just "environmental" but also "economic" and "social" will help the learning community better understand the school’s goals and approach.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2015 Charter School Performance Framework Benchmark Ratings²
Brooklyn Urban Garden Charter School

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-makers to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

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

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Mid-Term
 - Year 3: Check-In
 - Year 4: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
 - Year 1: NYSED issued a Notice of Deficiency for academic deficiencies.
 - Year 2: NYSED issued a Notice of Deficiency for academic and enrollment deficiencies. Improvements are seen in academic outcomes for ELL students.
 - Year 3: The school continues to implement its CAPs, track its progress, and have conversations with the CSO.
 - Year 4: The school continues to implement its CAPs, track its progress, and have conversations with the CSO.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach, due to poor results on New York State 3-8 Assessments in the first year of the renewal charter term (2018-2019) that are balanced by 46 percent mean trending toward proficiency for SY 2018-2019, as well as promising internal assessment results. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above.

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

BROOKLYN URBAN GARDEN CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	19	23	34	58	69%	45	115	.	46%
	Mathematics	47	47	29	10	29%	66	94	1	45%
	Science	.	.	.	.	.	.	.	87	0%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to the consistent application of data-driven, standards-based instruction built on a well-aligned, cohesive curriculum.

BM 3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to BUGS' commitment to the consistent application of responsive classroom and restorative justice practices and "CARES values," as well as its high levels of family engagement.

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to the record of composite scores indicating good financial health. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

BM 6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to the board's overall record of steady oversight and governance.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to strong and steady school leadership and a generally healthy professional climate.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Brooklyn Urban Garden Charter School is to be a vibrant learning community dedicated to stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain deep knowledge in the core academic subjects; the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce; and the ability to collaborate with others in an increasingly global society.

The Key Design Elements are (1) Education for Sustainability; (2) Rigorous and Engaging Academic Program; (3) Data-Driven Climate; (4) Serving Students with Special Needs; and (5) Technology Infusion.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach, due to a history of low ELL and ED enrollment as compared to NYC CSD 15, the district of location.

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

- Actively recruiting from neighboring districts that have high populations of ELL and ED classified students.
- Identifying and reaching out to feeder schools.
- Leveraging staff and family word of mouth, and encouraging sibling enrollment.
- Holding open houses and conducting in-person flyer distribution, counselor visits, school fairs, and other grassroots marketing campaigns (conducted online during the COVID-10 pandemic).
- Increasing the lottery weighting of ELLs and ED to 10x.
- Surveying Spanish-speaking families in the school community and developing opportunities to better support those families in choosing BUGS.
- The school currently conducts recruitment and outreach by identifying feeder schools, leveraging staff and family word of mouth, and encouraging sibling enrollment.

BM 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approach, due to instances of non-compliance with state laws and the provisions of its charter.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 1, 2021. Eighty-two people attended, and 19 spoke. Nineteen were in favor of the renewal and revisions. None were opposed.

A second public hearing was held by the New York City Department of Education on March 24, 2022. Six people attended, and six spoke. Six were in favor of the renewal and revisions. None were opposed.

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

- Letter from Brooklyn Borough President.
- Letter from the Brooklyn Botanic Garden Director of Learning and Partnerships.
- Letter from NYC 39th District Deputy Leader for Policy.
- Letter from NYC 38th District Council Member.
- NY Sun Works Director of Program Development.

Hebrew Language Academy Charter School 2

Table 1: Charter School Summary

Name of Charter School	Hebrew Language Academy Charter School 2
Board Chair	Adam Miller
District of Location	NYC CSD 21 ³
Initial Commencement of Instruction	Fall 2017
Charter Term	Initial Charter: September 1, 2017 - June 30, 2022
Comprehensive Management Service Provider	National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
Facilities	1870 Stillwell Avenue, Brooklyn, NY - Private Space
Innovative and Noteworthy Programs	The Hebrew Language Academy Charter School 2 (HLA2) is among a small network of schools in New York City (NYC) that centers on the study of the Modern Hebrew language and Israeli culture. All students are engaged in learning Hebrew as a second and in some cases third language, with a goal that students attain conversational proficiency by the fifth grade.
Recommended Material Revisions	<ul style="list-style-type: none"> To change the following Key Design Elements from (1) Gradual release of Responsibility and Balanced Literacy; (2) Hebrew Language Instruction; (3) Service Learning; (4) Instructional Supports for Students at Risk; (5) Time on Task; (6) Partner Organization Support; and (7) Support entity; to: (1) OLAM Values; (2) Modern Hebrew Language; (3) Differentiated Instruction; (4) SEL and Supports; (5) Diversity, Equity, and Inclusion; (6) Harlem Studies; (7) Community Partnerships; and (8) Partnership with Hebrew Public. To amend the charter school's organizational chart to reflect significant changes.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/hlacs2ren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	162	249	333	413	489

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

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Recommended Enrollment	489	489	489

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the New York State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- In terms of New York State 3-8 Assessment results, participation rates for the 2020-2021 assessments were just over 50%, and proficiency was mixed at 54% and 39% respectively for ELA and math. For each year of its current charter term, HLA2 received an accountability designation of Good Standing.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

The requested revisions will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school because the revised KDEs better reflect the school’s mission and values. Approving these revision requests is likely to improve student learning and achievement because the revised organizational chart proposes a leadership structure that provides greater teacher

support and clearer lines of accountability for instructional outcomes and maximizes staff expertise to improve student outcomes.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings
Harlem Hebrew Language Academy Charter School 2**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches

2015 Performance Benchmark		Level
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Desk Audit
 - Year 3: Mid-Term
 - Year 4: Check-In
 - Year 5: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: N/A
 - Year 2: N/A
 - Year 3: NYSED issued a Notice of Concern based on enrollment concerns.
 - Year 4: NYSED issued a Notice of Concern based on teacher certification concerns.
 - Year 5: NYSED issued a Notice of Deficiency based on operational and enrollment deficiencies.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Although the trajectory of this school’s academic achievement as measured by state assessments is unknown due to the pandemic, an Approaches rating was made based on the school’s pre-pandemic academic outcomes, details of which are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	13	15	20	13	54%	52	4	.	52%
	Mathematics	23	13	11	12	39%	.	4	52	51%
	Science	.	.	.	.	.	.	20	25	0%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Although supports for diverse learners can be strengthened, evidence gathered during the site visit shows that the educational program is sound, student engagement is high, and instruction is data-driven.

BM 3: Over this charter term, the trajectory for this benchmark has improved from Approaches to a Meets. HLA2 has significantly improved and unified its application of restorative practices and has seen improved school culture and climate as a result of the steady implementation of the morning meeting and closing circle and the emphasis on strong routines and rituals.

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

BM 6: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due, in part, to the board's limited K - Grade 12 expertise, which impacts its capacity to effectively monitor and evaluate the CMO.

BM 7: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. Issues over the course of the charter term include teacher certification and staffing.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: School Mission: Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to pursue advanced studies and become ethical and informed global citizens. HLA2 will offer a rigorous K-5 curriculum, which includes intensive instruction in the Modern Hebrew language. Our diverse student body will develop a strong sense of social and civic responsibility through the integration of service-learning across the curriculum.

The Key Design Elements are (1) Rigorous instruction, including increased time on task, a readers/writers workshop/gradual release of responsibility approach, co-teaching, targeted instructional supports for students at risk, and Modern Hebrew language instruction, through a partial immersion approach; (2) Socio-economic, racial/ethnic, and linguistic diversity, deeply valued across the HP network of schools; (3) High-quality professional development and career pathways, to support the effectiveness and retention of our instructional staff members; and (4) Service learning across the curriculum to reinforce values of cross-cultural communication, empathy, citizenship, community, and social responsibility.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to general fidelity to the school's mission and KDE.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach, based on the school's inability to meet enrollment targets during the charter term.

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

- A weighted lottery for ELL applicants to increase ELL enrollment.
- An improved student recruitment and application process that incorporates multiple languages, including Hebrew, Russian, Urdu, Mandarin, Cantonese, and Spanish, to address the dominant language needs of the community.
- The school has applied to become an approved pre-kindergarten site through the New York City Department of Education, which it intends to launch in fall 2022 (if renewal is approved) with the expectation that providing a PreK option would ensure a robust kindergarten class.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school has a record of noncompliance with staff fingerprint clearance and teacher certification requirements, as well as overall enrollment below the 85% minimum threshold.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 1, 2021. Forty-five people attended, and one spoke. One was in favor of the renewal and revisions. None were opposed.

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

- Letters of support from two elected officials and parents of students currently attending the school.

New York City Montessori Charter School

Table 1: Charter School Summary

Name of Charter School	New York City Montessori Charter School
Board Chair	Maria Keane
District of Location	NYC CSD7 ⁴
Initial Commencement of Instruction	Fall 2011
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: July 1, 2011 - June 30, 2016 • First Renewal: July 1, 2016 - June 30, 2019 • Second Renewal: July 1, 2019 – June 30, 2022
Facilities	423 East 138 th Street, Bronx – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • NYC Montessori Charter School is the only charter school in New York State to implement the Montessori approach to teaching as their philosophical framework • The school supports its students with high special needs by providing three 12:1:1 classes for students in flexible classroom configurations. This includes classroom settings for students in kindergarten and first grade together, second and third graders together, and fourth and fifth graders together. As the school has grown to full capacity this program grew simultaneously. • The school aligns how their academic program is implemented based on the needs of the children, with intentional flexibility, adaptability, and responsiveness.
Recommended Material Revisions	<ul style="list-style-type: none"> • To change the name of the school from New York City Montessori Charter School to Choice Charter School. • To revise the school’s organizational chart to better reflect its roles and responsibilities. • To modify the description of the following Key Design Element, “Mixed Age Groupings” to “Responsive Flexible Classroom Sizes to Meet Students’ Needs”. • To revise the Key Design Element, “Specially Designed Materials” to edit the description of what these materials will be and remove specific references to Montessori materials.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-nycmcs-04-18-22.pdf

⁴ Thirty-one percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	294	294	294

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Recommended Enrollment	294	294	294	294

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on-site and over the course of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- Over the period of the last charter term, this school’s ELA and math proficiency rates have steadily increased and in 2018-2019 exceeded the NYC CSD 7 by +9 and +7 percentage points, respectively. However, the school lagged behind the NYS overall proficiency rates by -3 and -13 percentage points as measured by the 2018-2019 New York State 3-8 Assessments.
- During the last renewal period, the school stated they were designated as a Priority School under the criteria as defined by the Elementary and Secondary Education Act. Since its last renewal, the school has consistently improved with it now being identified as a school in Good

Standing. School leadership sees this as a direct result of the consistent and reliable increases in student performance for all student subgroups attributed to a more standards-aligned curriculum, targeted teacher professional development, and consistent implementation of rigorous instruction.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

The requested revisions will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school because it will provide a high-quality option to families and students seeking an elementary school in the Bronx. School leadership worked with staff and the parent association to respond to comments made by families at recruitment fairs and families who declined a seat from the lottery. They found that people did not choose the school because they had misconceptions or lacked an understanding of Montessori education. They decided that by taking the word Montessori out of the school's name people would not automatically discount the school and be willing to hear from staff and other families who attend the school learn how the school's mission, vision, and Key Design Elements can support their child's learning and meet the social-emotional needs. The revision request to amend the Key Design Elements will not change the philosophical framework used to implement the school's academic and social-emotional program. Instead, it is an opportunity for the school to be able better explain and reflect on what it is doing in practice. Approving these revision requests is likely to improve student learning and achievement because it will allow the school to use flexible groupings to provide even more targeted instruction. The organizational changes will provide teachers with additional coaching and professional development.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2019 Charter School Performance Framework Benchmark Ratings⁵
New York City Montessori Charter School

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support student's social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.</p>	Meets
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

⁵ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Check-In
 - Year 3: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: N/A
 - Year 2: NYSED issued a Letter of Concern in February 2020 for failing to enroll a comparable number of economically disadvantaged students (-19 percentage points) in comparison to NYC CSD 7. Prior to that year, they were above the district of location and similar enrollments for the three years prior.
 - Year 3: The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term and the 2016-2019 charter term, the trajectory for this benchmark has been consistent as an Approach. Details are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**

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

NEW YORK CITY MONTESSORI CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	9	9	14	6	53%	74	22	3	28%
	Mathematics	20	9	4	3	19%	76	22	3	26%
	Science	3	4	9	.	56%	.	.	36	31%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has improved from an Approach to a Meets. The school has transitioned to using the Great Minds curriculum for math, which incorporated the Engage NY and Eureka math curricula. Great Minds curriculum specialists analyze student achievement data and suggest improvements to the curriculum and instructional methods. Great Minds provides a scripted curriculum for ELA and math. Lesson plans, which are provided by Great Minds, are annotated by teachers with adjustments to increase student engagement and document their differentiation methods.

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

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over the charter term, the trajectory for this benchmark moved from a Falls Far Below on the 2018-2019 renewal report to a Meets. At that time the school appeared to be in poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. The school now appears to be in good financial condition. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this and the last charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 6:

Over this and the last charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 7:

Over this and the last charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the New York City Montessori Charter School will empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21st Century.

The Key Design Elements are: (1) Differentiated instruction, (2) Individual work plans, (3) Specially designed materials, (4) Prepared environment, (5) Independence and the freedom and ability to make choices, (6) Time and practice, (7) Peer modeling and teacher scaffolding, (8) Content related instructional strategies, and (9) Montessori philosophy.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above).

Over this and the last charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The reasons for this improvement include targeted and specific outreach strategies to recruit and retain ELL students.

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

- To recruit Students with Disabilities, the school shared information on the wide range of interventions and special education services offered at the school at every community visit, school tour, and information session.
- Promotional materials also highlight the inclusive nature of the school and the personalized instructional model.
- They also maintained a strong relationship with the Committee on Special Education.
- The school contacted local daycare centers that serve a high number of non-English speaking families. All materials shared were translated into Spanish. They presented to numerous local early childhood center staff and parents. The presentation included a description of the school, its educational philosophy, and programs to serve ELL students.
- Translators were brought to every presentation, and applications in multiple languages were available.
- They conducted outreach to local community-based organizations, such as Mott Haven Community Partnership and St. Jerome Church, that serve non-English speaking and shared information in several languages to facilitate referrals to their school.
- They held monthly recruitment events beginning in February 2021. Presentations were provided in English and Spanish. They posted signs in Spanish regarding their application process outside of their building and throughout the community, including grocery stores, churches, and libraries.
- They contacted local daycare centers in high-need neighborhoods specifically targeting all daycare centers in the 10454 zip code.
- Outreach included distributing brochures and notifying parents of admission and lottery instructions.
- They presented to numerous local early childhood center staff and parents, again targeting neighborhoods with a high-need population. The presentation included a description of the school, its educational philosophy, and programs to promote an inclusive environment. They also shared application instructions and invited parents to tour the school.

BM 10: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 6, 2021. Two people attended, and no one spoke.

Riverhead Charter School

Table 1: Charter School Summary

Name of Charter School	Riverhead Charter School
Board Chair	Aimee LoMonaco
District of Location	Riverhead Central School District ⁶
Initial Commencement of Instruction	Fall 2001
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 10, 2001 - January 9, 2006 • First Renewal: January 10, 2006 - July 10, 2008 • Second Renewal: July 11, 2008 - June 30, 2009 • Third Renewal: July 1, 2009 - June 30, 2014 • Fourth Renewal: July 1, 2014 - June 30, 2017 • Fifth Renewal: July 1, 2017 - June 30, 2022
Facilities	3685 Middle Country Road, Calverton, New York 11933-1801 - Private Space
Innovative and Noteworthy Programs	RCS students have regular opportunities to engage with the surrounding communities. They will participate in trips to local parks, museums, and historical sites. The students will partner with different organizations to explore, learn and collaborate on projects. The school will continue to partner with local colleges as well as Project Fit America. Students in kindergarten through 5th grade will learn about respect and understanding of differences among all children. Students in Grades 6-12 will be looking to apply these to a variety of learning opportunities and partnerships across the school community and within their local communities. The ultimate goal is to improve student cooperation, empathy, and mutual respect as well as foster greater inclusion and connectedness. RCS was awarded a grant through Project Fit America and will receive ongoing training and collaboration through Peconic Bay Medical Center.
Recommended Material Revisions	<ul style="list-style-type: none"> • To continue the long-planned and natural continuation of the Regents-approved grade span and increase the charter school’s grade span to add Grades 11 through 12 to the school’s currently approved K through Grade 10 configuration, with a corresponding enrollment increase from 850 students to 1244 students. • To amend the charter school’s organizational chart to reflect significant changes. • To remove the following Key Design Element from the school’s charter "High expectations; Advisory; Choice and commitment; Professional development; Culture of all staff;" and replace with "Focus on quality of instruction based on individual students’ needs; High expectations; A uniquely affirming and supportive school culture; Deep linkages to the surrounding community;

⁶ Six percent of all students residing in this district attend charter schools.

	<p>Integration of technology within classrooms; and Continuous development of staff."</p> <ul style="list-style-type: none"> To amend the charter school's mission from "Our mission is to inspire leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community." to "Our mission is to inspire today's learners to become tomorrow's leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community."
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/riverhead-ren-2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 9	K - Grade 10
Total Approved Enrollment	500	550	600	750	850

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 11	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Recommended Enrollment	947	1047	1126	1189	1244

Rationale for Renewal and Revisions Recommendation

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision(s) described above in the **Issue for Decision** section.

Renewal:

During the current charter term, the school has compiled a record of Meeting eight benchmarks and at the time of the renewal, analysis is Approaching two benchmarks.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the New York State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators have been used to inform NYSED's assessment regarding the efficacy of the school's academic program in SY 2019-2020 through the current academic year. Details of which are provided in the "Rationale for Renewal and Revisions Recommendation" section, above.

- RCS student performance on the New York State 3-8 ELA and math state assessments increased from 2015-2016 to 2018-2019 from 44 percent to 68 percent proficient in ELA and from 55 percent to 62 percent proficient in math for all students.
- With one exception, the three subgroups outperformed the district of location and the state on both assessments by double-digit margins; in 2018-2019, the ELL subgroup was five percentage points below the state.
- On the 2020-2021 New York State 3-8 Assessments the school had a 74 percent and 75 percent participation rate for ELA and math, respectively, and 59 percent and 37 percent proficiency rates, respectively.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school because it will allow for a continuum of the academic program for students from kindergarten through graduation at 12th grade. Approving these revision requests is likely to improve student learning and achievement because the organizational structure will reflect grade bands with related leadership roles as well as academic supports for all students, and the revised mission and key design elements will focus more specifically on meeting individual student needs and strengthening and expanding ties to the surrounding community.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2015 Charter School Performance Framework Rating⁷
Riverhead Charter School

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

⁷ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Check-In
 - Year 3: Mid-Term
 - Year 4: Check-In
 - Year 5: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
 - N/A: The CSO did not issue the school a Notice of Concern or a Notice of Deficiency.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a rating of Meets. Details are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**

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

RIVERHEAD CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	44	74	89	82	59%	57	32	13	74%
	Mathematics	101	86	71	37	37%	51	35	10	75%
	Science	1	6	20	30	88%	10	4	42	50%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

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

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

BM 6: Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Riverhead Charter School is "Our mission is to inspire leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community."

The Key Design Elements are: (1) Focus on quality of instruction based on individual student needs; (2) High expectations; (3) A uniquely affirming and supportive school culture; (4) Deep linkages to the surrounding community; (5) Integration of technology within classrooms; and (6) Continuous development of staff.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. While the school is not making regular and significant annual progress toward meeting its enrollment targets for SWDs and EDs, it has improved by +4 percentage points in its ELL subgroup enrollment from 2019-2020 to 2020-2021. The school has maintained above 90% of its contracted enrollment. The school's retention rates for all students and the SWD, ELL, and ED subgroups are above the district of location; and in the 2020-2021 school year all are at or above 92%.

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

- Forming partnerships with local Head Starts, targeting marketing toward local libraries, pre-kindergartens, youth leagues, and the Red Cross to support increasing their SWD and ELL populations; and
- The school submitted an enrollment trajectory plan which describes its use of media outlets, local newspapers, the school website, and social media platforms to share information on the student experience in both English and Spanish.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school has a mixed record of compliance with applicable state and federal laws and the provisions of its charter. There are issues with the school’s policies not containing the required information, and incomplete and untimely submission of required documents including its most recent Annual Report and renewal application. The school has implemented strategies to address this.

Summary of Public Comment

The required public hearing was held by the Riverhead Central School District on October 12, 2021. One hundred one people attended and 59 spoke. Five were in favor of the renewal and revisions. Fifty-four were opposed.

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

- The CSO administered a parent survey in the spring of 2021. Responses to the open-end question regarding school choice were overwhelmingly positive and enthusiastic about the value of the school to the respondents’ children.
- The school has maintained strong community partnerships with Project Fit America through a local hospital system, the Suffolk County Sheriff’s Department, and the Riverhead Public Library.

Rochester Academy Charter School

Table 1: Charter School Summary

Name of Charter School	Rochester Academy Charter School
Board Chair	William D. Middleton
District of Location	Rochester City School District ⁸
Initial Commencement of Instruction	Fall 2008
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 12, 2008 - June 30, 2012 • First Renewal: July 1, 2012 - June 30, 2013 • Second Renewal: July 1, 2013 - June 30, 2014 • Third Renewal: July 1, 2014 - June 30, 2017 • Fourth Renewal: July 1, 2017 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • ES: 310 Hinchey Road, Rochester, New York 14624 - Private Space • MS: 841 Genesee Street, Rochester, New York 14611 - Private Space • HS: 1757 Latta Road, Rochester, New York 14612 - Private Space
Innovative and Noteworthy Programs	Rochester Academy Charter School (RACS) has added positions and moved some personnel internally to better fulfill its commitment to strong academic interventions that promote student success. Over the current charter term, academic outcomes and graduation rates that exceed the district of location and, in some areas exceed state averages, show the impact of the school's efforts.
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision to continue the long-planned and natural continuation of the Regents-approved grade span to add Grade 5 to the school's currently approved K - Grade 4 and Grades 6 through 12 configurations and to increase enrollment from 750 students to 816 students. • A revision to amend the charter school's mission from "The mission of the Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally" to "The mission of the Rochester Academy Charter School (RACS) is to prepare the whole child for a rapidly changing world by cultivating the knowledge, critical thinking skills, and personal character to succeed in college or a career of choice. RACS is committed to creating an environment of respect and inclusion that both acknowledges and supports the diversity of the RACS school community." • A revision to add the school's vision as "We are committed to relentless intervention-doing whatever it takes to see every student graduate from RACS and move on to college or career intellectually prepared and emotionally secure for the challenges ahead."

⁸ Twenty percent of students residing in this district attend charter schools.

	<ul style="list-style-type: none"> A revision to remove the following Key Design Element from the school's charter: (1) "Provide a strong focus on Mathematics and Science and use national competitions and science fairs to motivate students" and replace it with "Provide a focus on Mathematics and Science to encourage students to pursue college and/or careers in the STEM field" and (2) remove "Provide broad tutoring services that will help students address learning needs and/or issues with specific content" and replace with "Assess the needs of students and use research-based methods to intervene relentlessly to promote student success."
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/final-ren-sv-rpt-to-racs-04-01-2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	Grades 6 - 12	K - Grade 1, 6 - 12	K - Grade 2, 6 - 12	K - Grade 3, 6 - 12	K - Grade 4, 6 - 12
Total Approved Enrollment	420	552	618	684	750

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Recommended Enrollment	816	816	816	816

Rationale for Renewal and Revisions Recommendation

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

Renewal:

During the current charter term, the school has compiled a record of Meeting Benchmark 1, and at the time of the renewal, analysis is Approaching Benchmarks 6, 8, 9, and 10 has met the other five performance benchmarks in the Framework.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the New York State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators have been used to inform NYSED's assessment regarding the efficacy of the school's academic program in SY 2019-2020 through the current academic year.

- The proficiency rates for RACS students in Grades 6, 7, and 8 on the 2018-2019 New York State 3-8 Assessments exceeded those of their peers in the district of location while remaining below the state.
- Overall differentials to the state's proficiency rates ranged from -21 to -33 percentage points for all students in ELA, and from -20 to -39 for all students in math.
- Subgroups performed below the state proficiency rates for those grades, but by smaller percentage-point differentials.
- For the 2013 through 2017 cohorts, the Regents scores of RACS students exceeded the state in almost all areas except the 2015 and 2016 cohort scores in Global History.
- Five of the nine annual high school Regents passing rates for 2020-2021 equaled the state's rates.
- RACS four-, five-, and six-year cohort graduation rates exceeded the state for each cohort.
- As of the most recently available data, 86 percent of RACS third-year students were on track to graduate, exceeding the 85 percent target.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school because the proposed revisions to the mission and key design elements and the addition of the vision statement enhance the school's focus on diversity and attention to the development of the whole child. Approving the grade level and enrollment increase is likely to improve student learning and achievement because it will provide continuity of the educational program from kindergarten through Grade 12.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

2015 Charter School Performance Framework Rating⁹
Rochester Academy Charter School

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 PANDEMIC-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.</p>	Approaches
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Approaches
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

⁹ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Check-In
 - Year 3: Mid-Term
 - Year 4: Check-In
 - Year 5: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: NYSED CSO issued a Notice of Deficiency in February 2019 based on deficiencies in enrollment of SWDs and ELLs. The charter school developed a Corrective Action Plan to address the deficiencies and the Charter School Office monitors the school’s progress toward eliminating the deficiencies. The school increased efforts to recruit sub-group students, including the implementation of a weighted lottery, translation options on the school’s website, and the production of additional materials in Spanish.
 - Year 2: The CSO continued to monitor the school’s progress.
 - Year 3: The CSO continued to monitor the school’s progress.
 - Year 4: The CSO continued to monitor the school’s progress.
 - Year 5: The CSO continues to monitor the school’s progress.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating. Details are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**

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

ROCHESTER ACADEMY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	71	58	29	5	21%	79	1	21	62%
	Mathematics	125	32	8	3	7%	84	.	12	64%
	Science	21	11	4	.	11%	37	.	.	49%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 6: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. Several areas that were cited in the mid-term report continue without improvement – board membership lacking legal and development expertise and a systemic means of policy review.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Rochester Academy Charter School (RACS) is to provide students with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally.

The Key Design Elements are: (1) Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards; (2) Provide a strong focus on Mathematics and Science and use national competitions and science fairs to motivate students; (3) Build a strong supervisory and monitoring system that will provide individualized attention to each student; (4) Provide broad tutoring services that will help students address learning needs and/or issues with specific content; (5) Build strong parent/student/school relationships; (6)

Require enhanced professional development for staff members; and (7) Build partnerships with community organizations and other educational institutions.

Over this charter term, the trajectory for this benchmark has been consistent as an Approach. Implementation of the Key Design Elements did not improve significantly during the interim. For a school with a stated focus on science and mathematics, RACS has not yet demonstrated a robust program in these areas.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above. Over this charter term, the trajectory for this benchmark has been consistent as an Approach. The school continues to fail to meet the sub-group enrollment percentages demonstrated by the district of location for SWDs or ELLs and has had a pattern of enrolling more students than its maximum authorized number.

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

- Improvements to the school’s website.
- A public relations program.
- An ambassador program.
- Community and school events.
- Radio advertising.
- In the CSO-led focus group, school leaders explained they used a weighted lottery for the first time in the most recent application cycle to increase the probability of selecting SWDs and ELLs from the pool of applicants. In the leadership focus group, school leaders explained that, while additional SWDs were selected in the lottery and offered admission, not all parents chose to enroll their SWD child at RACS. School leaders also explained in the focus group interview that in-person recruitment activities were reduced or canceled while pandemic restrictions were in place during 2020-2021.
- In the CSO-led board focus group interview, members confirmed that word of mouth and personal engagement has been the most effective recruiting methods as stated in the renewal application. In the focus group interview and the renewal application, school leaders reported they have made some program adjustments to attract SWDs and ELLs, including adding an ENL teacher to serve the increased enrollment of ELL students, and, early in the current charter term, hired their own special education coordinator who manages the implementation of three service models to provide the supports defined in the students’ IEPs--consultant teaching, integrated co-teaching, and resource room. While the renewal application states that these changes have led to higher retention of SWDs, Table 1.b. in Attachment 1 shows that, based on the latest available state data, RACS retains fewer SWDs than are retained by the district of location.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school has either not submitted all required documents or has not submitted them in a timely manner. The school has continued its pattern of over enrolling students and having issues with fingerprint clearances.

Summary of Public Comment

The required public hearing was held by the Rochester City School District on October 12, 2021. Eight people attended, and one spoke. One was in favor of the renewal and revisions. None were opposed. The school provided evidence of community support for this renewal and revisions recommendations through the following:

- A letter of support from their local state senator.
- Testimonials from parents.
- Positive responses on the CSO parent survey administered in February 2021.

Syracuse Academy of Science Charter School

Table 1: Charter School Summary

Name of Charter School	Syracuse Academy of Science Charter School
Board Chair	Dr. Fehmi Damkaci
District of Location	Syracuse CSD ¹⁰
Initial Commencement of Instruction	Fall 2003
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: July 1, 2003 -June 30, 2007 • First Renewal: July 1, 2007 - June 30, 2012 • Second Renewal: July 1, 2012 - June 30, 2017 • Third Renewal: July 1, 2017 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • ES (K-4): 4837 South Salina St., Syracuse, NY, 13205 - Private Space • MS (5-7): 200 West High Terrace, Syracuse, NY, 13219 - Private Space • HS (8-12): 1001 Park Avenue Syracuse, NY 13219 - Private Space
Innovative and Noteworthy Programs	Syracuse Academy of Science Charter School's (SASCS) provides Grades 9-12 students opportunities to acquire college credits while in high school, which results in some recent SASCS graduates earning an Associates in Arts (AA) upon graduation from high school.
Recommended Material Revisions	A revision request to amend the charter school's organizational chart.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-sascs-04-20-22.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Approved Enrollment	975	975	975	975	975

¹⁰ Ten percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Recommended Enrollment	975	975	975	975	975

Rationale for Renewal and Revision Recommendation

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

Renewal:

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

Prior to the COVID-19 pandemic, the CSO issued SASCS a Notice of Deficiency for academic deficiencies as evidenced by the New York State 3-8 Assessments which required the school to develop and submit a corrective action plan (CAP). The school submitted a CAP which outlined goals, strategies employed to achieve the identified goals, and measurable outcomes to demonstrate progress toward achieving those goals. With the strategies employed and the percentage difference between the school’s proficiency rate and the state’s proficiency rate on state ELA and math assessments, the school’s CAP is well-positioned the school to address the following academic deficiencies by June of 2020.

- Syracuse Academy of Science CS, a school in its 18th year of operation, has been consistently designated as a school in Good Standing under the current New York State criteria as defined by the Elementary and Secondary Education Act.
- According to proficiency data from the 2018-2019 administration of the New York State 3-8 ELA assessments, SASCS’s overall performance was +16 percentage points above the district of location and -11 percentage points below the New York State (NYS) proficiency rate in ELA. SWDs were +2 percentage points above the district of location and -9 percentage points below NYS. ELLs were above both the district of location and NYS by +19 and +3 percentage points, respectively. ED students were +16 percentage points above the district of location and -6 percentage points below NYS.
- According to proficiency data from the 2018-2019 administration of the New York State 3-8 mathematics assessments, SASCS’s overall performance was +23 percentage points above the district of location and -9 percentage points below the NYS proficiency rate. SWDs were +2 percentage points above the district of location and -11 percentage points below NYS. ELLs were above both the district of location and NYS by +31 and +10 percentage points, respectively. ED

students were +21 percentage points to the district of location and -3 percentage points below NYS.

- SASCS Grade 8 students taking Algebra 1 and Living Environment have consistently met or exceeded the NYS proficiency rate across the charter term except for Algebra I in 2018-2019, which was a -7 percentage-point differential to NYS.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revision:

The requested revision will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and approving this revision request is likely to improve student learning and achievement because the organizational changes are designed to strengthen the internal capacity of staff which will lead to the increased academic success of students.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings
Syracuse Academy of Science Charter School**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). *Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Check-In (Desk Audit)

- Year 3: Weekly Check-Ins and Mid-Term
 - Year 4: Bi-weekly Check-Ins
 - Year 5: Renewal
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency, the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: NYSED issued a Notice of Deficiency based on deficiencies in overall student and SWD performance in ELA when compared to the state rate; overall student, SWD, and ED student performance in math when compared to the state rate; and failure to meet enrollment targets for ELLs, SWDs, and ED students when compared to the district of location. The school will receive notice for failure to ensure that all new hires receive fingerprint clearance before the start of their employment. CSO records demonstrate the school has undertaken effective corrective action and continued to work with the CSO liaison to address any remaining issues previously identified in the Notice of Deficiency or in its Renewal Site Visit Report.
 - Year 2: The CSO liaison and school continued conversations about progress/challenges.
 - Year 3: The CSO liaison and school continued conversations about progress/challenges.
 - Year 4: The CSO liaison and school continued conversations about progress/challenges.
 - Year 5: The CSO liaison and school continued conversations about progress/challenges.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the school has shown modest but steady improvement in proficiency and growth on the New York State 3-8 Assessments including and prior to 2018-2019 making the trajectory for this benchmark consistently an Approach. The school outperforms the district of location; however, the school performs below the state. The school has a consistently high graduation rate (100 percent in 2020-2021); with 97 percent of students were on-track to graduate in 2020-2021.

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

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	80	83	64	41	39%	185	.	16	57%
	Mathematics	155	68	32	13	17%	197	.	4	57%
	Science	6	16	21	9	58%	104	.	.	33%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

BM 3: Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets, except for one recent error of note.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Syracuse Academy of Science Charter School is to 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.

The Key Design Elements are 1) College Preparation; 2) Focus on STEM and the Environment; 3) Glocal Education; 4) Student-Centered School Structure; 5) Parental Involvement and Home Visits, and 6) Performance-Based Accountability.

Over this charter term regarding the trajectory for this benchmark has been consistent as a Meets.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. The school has met its overall yearly maximum enrollment targets but has not met its enrollment targets for ELLs, SWD, and ED students. The school has developed a strategic plan describing its good faith efforts to attract and recruit students from these special populations groups.

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

- In a focus group, school leaders reported that the school is working with refugee centers to attract newly arriving immigrant families and students to the charter school.
- The school has a lottery double weighted for ELLs.
- During virtual focus group interviews with the SASCS leadership team and the board of trustees, staff described the school's good faith efforts to increase subgroup enrollment rates. The school continues to invest in significant marketing and promotional efforts to spread information about its program offerings to community stakeholders through multiple languages and media formats.
- SASCS leadership and staff also offer daily school tours to potential students and their families.
- During virtual focus group interviews with school leaders and conversations with individual teachers, staff shared that "every day is an open house." SASCS' most recently submitted annual report outlined additional outreach efforts, including developing broader community relationships with local nonprofits, agencies, and health care facilities to provide opportunities for SASCS students, and offering a parent institute to educate parents on various community opportunities and resources, including financial literacy.

BM 10: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter and generally satisfies the legal compliance indicators.

Summary of Public Comment

The required public hearing was held by the Syracuse City School District on October 7, 2021. Twenty-eight community members attended; 19 spoke, and 5 sent in comments prior to the hearing. Thirty community members were in favor of the renewal and revision. Three community members were opposed.

The school provided evidence of community and support for this renewal and revision recommendation through 50 or more letters from the following:

- Parents
- Area institutions of higher education
- Community based organizations
- Religious organizations

Syracuse Academy of Science and Citizenship Charter School

Table 1: Charter School Summary

Name of Charter School	Syracuse Academy of Science and Citizenship Charter School
Board Chair	Dr. Fehmi Damkaci
District of Location	Syracuse CSD ¹¹
Initial Commencement of Instruction	Fall 2017
Charter Terms	Initial Charter: September 5, 2017 - June 30, 2022
Facilities	301 Valley Drive, Syracuse, NY 13207 - Private Space
Innovative and Noteworthy Programs	The Positivity Project, a third-party provider of social-emotional learning (SEL) supports, named Syracuse Academy of Science and Citizenship Charter School's (SASCCS) a "showcase school" citing that the school implemented the program with fidelity.
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision to increase the charter school's grade span to add Grades 7 - 12 to the currently approved K - Grade 6 configuration. If approved, the school would expand by one-grade level each academic year and would enroll Grade 12 students in the subsequent charter term. • A corresponding revision to increase the charter school's authorized enrollment from 525 students in K - Grade 6 to 900 students in K - Grade 11. The school would then enroll an additional 75 students in Grade 12 beginning in the 2027-2028 school year, the subsequent charter term, increasing the total authorized enrollment to 975 students. • A revision to change the name of the school from Syracuse Academy of Science and Citizenship Charter School to Citizenship and Science Academy of Syracuse Charter School. • A revision to amend the charter school's organizational chart to reflect significant changes. This revision is proposed to commence upon approval in the 2021-2022 school year. • Relocate Grades 6 - 12 to a leased facility within the Liverpool City School District. K - Grade 5 students will continue to be housed in the current facility in the Syracuse City School District.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-sasccs-04-19-2022.pdf

¹¹ Ten percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Grade Configuration	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5	K - Grade 6
Total Approved Enrollment	171	246	375	450	525

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment¹²

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 9	K - Grade 10	K - Grade 11
Total Recommended Enrollment	600	675	750	825	900

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

Over this charter term, the trajectory for this benchmark has been consistent as an Approach. It currently is positive based on observations, the school’s local assessments, and the New York State 3-8 Assessments.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the New York State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on-site and over the course of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

¹² The school will enroll an additional 75 students in Grade 12 beginning in the 2027-2028 school year, the subsequent charter term, increasing the total authorized enrollment to 975 students.

- SASCCS is designated as a school in “Good Standing” under current New York State criteria as defined by the Elementary and Secondary Education Act (ESSA) for accountability in 2019-2020.
- Prior to the onset of the COVID-19 pandemic, SASCCS served K - Grade 3 in the 2018-2019 school year and administered for the first time the New York State 3-8 Assessments in ELA and math. Proficiency levels were 34 percent on the ELA assessment and 21 percent on the math assessment.
- The school added Grades 4 and 5 in the 2019-2020 and 2020-2021 school years and administered the New York State 3-8 Assessments in 2020-2021 to all grades. Proficiency rates for ELA and math were 22 percent and 16 percent, respectively, with participation rates of 56 percent and 53 percent, respectively. The COVID-19 pandemic impacted both participation and performance levels on the 2021 New York State 3-8 Assessments at this school, as it did across the State.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Material Revisions:

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school; and approving these revision requests is likely to improve student learning and achievement because the expansion to Grades 7-12 provides for continuity in terms of keeping siblings together, high expectations, curriculum and instruction, consistency and routines in terms of the school schedule, more time on task, increased opportunities to develop student and family relationships, and opportunities for remediation, enrichment and accelerated learning. The organizational structure changes will provide additional opportunities to support staff collaboration and to build internal capacity. A school name change will benefit the school by limiting the confusion among local stakeholders. The current name of the school is very similar to another in the SANY network – Syracuse Academy of Science Charter School – and due to the closeness in school names as well as the proximity, stakeholders are often confused when submitting applications and visiting the correct location. The name change is also beneficial to the Citizenship and Science Academy of Rochester which is a new network charter school is aligned to and modeled after this charter school. Changing the name provides clarity in the Syracuse area and cohesion with its sister school in Rochester.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings
Syracuse Academy of Science and Citizenship Charter School**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher) Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Check-In
 - Year 2: Two Check-Ins (Desk Audits)

- Year 3: Mid-Term and weekly or bi-weekly Check-Ins
 - Year 4: Bi-weekly Check-Ins
 - Year 5: Renewal Site Visit
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.:
 - Year 1: NYSED issued a Notice of Deficiency based on deficiencies in overall student and SWD performance in ELA; overall student, SWD, and ED student performance in math; and failure to meet enrollment targets for SWD. The school will receive notice for failure to ensure that all new hires receive fingerprint clearance before the start of their employment. CSO records demonstrate the school has undertaken effective corrective action and continued to work with the CSO liaison to address any remaining issues previously identified in the Notice of Deficiency or in its Renewal Site Visit Report.
 - Year 2: The CSO liaison continued conversations with school staff.
 - Year 3: The CSO liaison continued conversations with school staff.
 - Year 4: The CSO liaison continued conversations with school staff.
 - Year 5: The CSO liaison continued conversations with school staff.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. It currently is positive based on observations, the school’s local assessments, and the New York State 3-8 Assessments. Prior to the onset of the COVID-19 pandemic, SASCCS served K - Grade 3 in the 2018-2019 school year and administered for the first time the New York State 3-8 Assessments in ELA and math. Proficiency levels were 34 percent on the ELA assessment and 21 percent on the math assessment. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**

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

SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	48	46	19	8	22%	94	.	1	56%
	Mathematics	67	30	11	7	16%	100	.	.	53%
	Science	11	12	17	6	50%	16	.	6	68%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating, based on the improvement of its financial condition. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on NYSED's website at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

BM 6: Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets. The CSO, however, reminds the board to be more aware of and careful to adhere to its board policies especially by-laws, conflict of interest, and OML going forward.

BM 7: Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Syracuse Academy of Science and Citizenship Charter School is to provide support, challenges, and opportunities for its students, and it instills the necessary skills and knowledge in math, science, and technology that empower students, with high intellectual standards, preparing them for college, career, and citizenship. The Syracuse Academy of Science and Citizenship Charter 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.

The Key Design Elements are: (1) College Preparation; (2) Focus on STEM and the Environment; (3) Global Education; (4) Student-Centered School Structure; (5) Parental Involvement and Home Visits; and (6) Performance-Based Accountability:

Over this charter term, the trajectory for this benchmark the school has been consistent as a Meets.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. While the school consistently meets its yearly maximum enrollment target and has retention rates equal to or greater than the district of location, the school has not met its enrollment and retention targets for SWDs and ELLs.

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

- The school partners with local charities and pre-kindergarten centers to recruit students and advertise the school's services for diverse learners.
- The school has a lottery double weighted for ELLs. School leaders reported that the school's comprehensive RtI program helps retain students.
- At the time of the renewal site visit, the school continued to invest in significant marketing and promotional efforts to spread information about its program offerings to community stakeholders in fourteen languages and media formats. Attendance at pre-K fairs and visits to neighboring pre-k programs to share information with prospective families regarding the benefits of enrolling SWDs in the school.
- Targeted mailings and brochures outlining the services, climate, and culture benefits to SWDs enrolled in the students.
- Hosting open house student and family events
- Implementation of an RTI program providing compressive tier two and tier three research-based strategies to students with academic deficiencies not making sufficient progress based on data analysis to assist in determining which students may potentially qualify for additional support through evaluation.
- Collaboration with Syracuse City School district to develop monitor fidelity of the RTI process and further expand research-based intervention strategies.

BM 10: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. However, the school needs to ensure that all new hires are fingerprinted and receive fingerprint clearances before the start of their employment. The CSO liaison will work with the school to ensure that this is clearly understood and monitored by school officials.

Summary of Public Comment

The first of two required public hearings were held by the Syracuse City School District on October 5, 2021. Thirty-nine community members attended, and 22 spoke. Twenty-seven community members were in favor of the renewal and revisions with the majority being parents and students citing a welcoming, inclusive, and respectful environment; high-quality instruction and educational opportunities; and a strong student support system. Four community members were opposed.

The second required hearing was held by the Syracuse City School District on February 23, 2022, to solicit input on the school's revision to relocate Grades 6-12 to a leased facility in the Liverpool Central School District to commence in 2022-2023 school year and to add Grade 12 for 75 students to commence in the next charter term. Eleven community members attended and all eleven were in favor of the revision. None were opposed.

The required public hearing was held by the Liverpool Central School District on March 8, 2022, at 6:45 pm (at the Liverpool Central School District Offices located at 195 Blackberry Road Liverpool, NY 13090). Twenty-two people attended the public hearing; 1 person spoke at the public hearing; 0 people indicated they were in favor of the application, and 0 people indicated they were opposed to the application.

The school provided evidence of community and support for this renewal and revisions with the submission of 50 or more letters from parents, area institutions of higher education, community-based

organizations, religious organizations, and former guest speakers or presenters participating in the school events. One letter of support is from Superintendent Mark Potter of the Liverpool Central School indicating his support for the school's expansion and hopeful collaboration to offer its CTE programs to SASCCS high school students.

Young Women’s College Preparatory Charter School of Rochester

Table 1: Charter School Summary

Name of Charter School	Young Women’s College Preparatory Charter School of Rochester
Board Chair	Jennifer Allen
District of Location	Greece CSD ¹³
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 27, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Facilities	133 Hoover Drive, Rochester, NY 14615-Private Space
Innovative and Noteworthy Programs	Leaders of the Young Women’s College Preparatory Charter School of Rochester (YWCP) are committed to providing an anti-racist and anti-biased education through a curriculum that is both culturally responsive and historically accurate. Over the course of the 2021-2022 school year, leaders are actively reviewing, considering, and incorporating instructional frameworks provided by the Southern Poverty Law Center’s Learning for Justice initiative, including “Social Justice Standards,” “Teaching Hard History,” “Critical Practices for Anti-Bias Education,” as well as NYSED’s “Culturally Responsive Sustaining Education Framework.” This work is being undertaken in partnership with the PathStone Foundation, a local organization that is “committed to empowering students, teachers, and educational leaders with instructional resources on the local history of structural racism and civil rights in Monroe County.” YWCP was selected as a funded pilot site for PathStone’s anti-racist curriculum project.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/ywcpren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 7-12	Grades 7-12	Grades 7-12
Total Approved Enrollment	410	410	410

¹³ Two percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 7-12	Grades 7-12	Grades 7-12	Grades 7-12	Grades 7-12
Total Recommended Enrollment	410	410	410	410	410

Rationale for Renewal Recommendation

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

Renewal:

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

- This school is designated as a school in “Good Standing” under current New York State criteria as defined by the Elementary and Secondary Education Act (ESSA) for accountability in 2019-2020.
- Despite the high levels of remediation that the majority of incoming YWCP students require to reach grade-level standards, YWCP has graduated consecutive classes with four-year graduation rates above 90 percent, exceeding the state. Most recently, the June 2021 graduation rate was 92 percent, which, again, exceeds the state. Also, YWCP’s 2017 cohort August 4-year graduation rate continues to exceed that of the Rochester CSD by twenty-one percentage points.
- YWCP’s educational programming starts exposing students to the concept of college in Grade 7 and this continues with explicit instruction and support around applications, financial aid options, courses of study, and visits to regional campuses through the upper grades. YWCP also provides robust career exploration opportunities to its students, with local and national partners and programs such as “Cool Women, Hot Jobs.”
- YWCP has served as an exemplar instilling the principles of diversity, equity, and inclusion not only in their school community but has supported other educational entities in Rochester and across New York State in creating a more inclusive and welcoming milieu for all students.

Performance Framework Ratings:

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2019 Charter School Performance Framework Benchmark Ratings¹⁴
Young Women’s College Preparatory Charter School of Rochester**

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support student’s social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth, and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

¹⁴ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
 - Year 1: Weekly or bi-weekly Check-Ins
 - Year 2: Mid-Term and weekly or bi-weekly Check-Ins
 - Year 3: Renewal

- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
 - Year 1: NYSED issued a Notice of Deficiency to the school for the 2019-2020 school year based on academic deficiencies in ELA and mathematics and failure to meet SWD and ELL student enrollment targets comparable to the district of location and the district from which the majority of students reside. CSO records demonstrate the school has undertaken effective corrective action and continues to work with the CSO liaison to address any remaining academic and enrollment issues previously identified in the Notice of Deficiency.
 - Year 2: The school continues to implement its strategies to increase enrollment of SWD and ELLs.
 - Year 3: The school continues to implement its strategies to increase enrollment of SWD and ELLs.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. It is important to note that YWCP has graduated consecutive classes with four-year graduation rates above 90 percent, exceeding the state. YWCP’s 2017 cohort August 4-year graduation rate continues to exceed that of the Rochester CSD by +21 percentage points. Details are provided in the “Rationale for Renewal and Revisions Recommendation” section, above.

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

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	39	14	8	2	16%	61	.	.	51%
	Mathematics	18	9	.	.	0%	24	.	74	22%
	Science	.	.	.	.	.	.	.	72	0%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. YWCP has continued to strengthen and refine its curriculum and targeted instructional coaching to meet the specific and diverse learning needs of its student body.

BM 3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. While the school has historically offered comprehensive SEL programming, YWCP’s response to the additional stresses and traumas borne by its student body due to the COVID-19 pandemic has resulted in even more personalized attention, more robust monitoring, and more connections to community resources to meet their social-emotional, mental, and/or physical needs.

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>)

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets, as it remains strong in satisfying the required indicators

BM 6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The board continues to be reflective about self-improvement and in holding leadership and partner organizations accountable for strong performance as it pursues the school’s strategic plan goals.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. School leadership and the board of trustees continue to strategically deploy resources to staff most classrooms with two teachers and employ full-time instructional coaches to provide personalized professional development support for teachers. During the COVID-19 pandemic, the school has also expanded its leadership structure through the creation of additional functional committees to respond to evolving student needs with agility.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Young Women's College Preparatory Charter School of Rochester is that it offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility, and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.

The Key Design Elements are (1) Single-Gender, (2) Small Schools, (3) College Preparation, (4) Faculty, (5) Professional Development and Leadership, and (6) Knowledge Management.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. School leaders and staff unanimously demonstrate a deep and actionable commitment to the school's mission and vision and observed instruction aligned with YWCP's Key Design Elements.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approach. The school has increased its overall enrollment slightly remaining above the 85 percent threshold but has not met its maximum approved enrollment of 410 throughout its charter history. The school has made consistent progress toward meeting its subgroup enrollment and retention targets this past year. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- The school sends direct mailings and “Robo” calls to the homes of all sixth-grade students enrolled in Rochester CSD schools and other target communities.
- The school advertises its recruitment events throughout the year which are made public through social media; posters in schools and recreation centers; radio stations/programs including WDKX, The Beat, and LaMega; emails to school leaders and teachers; and at bus shelters and the Transit Center.
- Notably, YWCP student ambassadors have helped to develop a social media strategy that includes posting on platforms such as Facebook, TikTok, and Instagram to publicize school events and successes such as college acceptances and high graduation rates.
- Open house events are held yearly, inviting families to tour the school, meet the staff, and learn more about our programs and events. Individual tours are also arranged for families who are not able to attend the scheduled events due to work or other commitments.
- The school participates in the “Good Schools Roc” common online enrollment process, which streamlines the process for YWCP families. Good Schools Roc also advertises on its own to increase knowledge and awareness of charter schools.
- To specifically recruit special populations of students, YWCP ensures all marketing materials contain explicit information about how school programming supports students with diverse learning needs and translates all literature for dissemination into multiple languages, including Spanish and Arabic.
 - For example, recruitment materials are designed with explicit information about how the needs of ELLs (and likewise for SWDs) are met through the school's programming.

- Expanded outreach into the Spanish-speaking community, included working with local organizations and attending events tailored to the Spanish-speaking community.
- Promotional materials and applications are disseminated in English and Spanish to ensure communication with Spanish-speaking families is clear and that our school is accessible to these families.
 - Additionally, the school website has a built-in translating feature that allows the user to translate all web pages into one of eight different languages.
 - During the 2020-2021 school year, the school expanded outreach into a growing Arabic-speaking community in Rochester. The school finds that many non-English speaking families are attracted to a single-gender educational opportunity.
 - The school has established a relationship with the Rochester Refugee Resettlement Services to help the school connect with new families.
- YWCP strives to retain all students. The school is designed to provide individualized attention to its diverse student population in all B.A.S.E. (Behaviorally, Academically, Socially, Emotionally) areas. YWCP has robust programmatic strategies in place specifically for students.
 - This includes required Tier I, Tier II, or Tier III interventions for student/family.
 - All YWCP students, including ELL students, benefit from a spiral curriculum and differentiated instruction in academic areas which have been historically challenging to reach proficiency. Co-teaching is embedded into core instruction through a push-in model, and additional support is provided through strategically placed second teachers. ELL students are serviced with both this push-in support and a stand-alone period with a specialist teacher.
 - Three Special Education Teachers, a math specialist, and a reading specialist are scheduled to support SWD's core instruction. YWCP embraces inclusion and co-teaching, and special education students. Language and classroom routines are systematized to reinforce meeting the needs of all students, including these at-risk populations.
 - The school strives to provide comprehensive "whole girl" opportunities beyond the classroom via advisory, field trips, clubs, activities, athletics, etc. The school believes in the theory and practice that the key to retaining all students and specifically its special population of students is to meet their unique needs and build trust with their families and communities.

BM 10: Over this charter term, the trajectory for benchmark has been consistent as a Meets, as the school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

Summary of Public Comment

The required public hearing was held by the Greece Central School District as the district of location on September 28, 2021. None attended. None spoke. None were opposed.

APPENDIX

Laws, Regulations, and Regents-endorsed internal Policies Applicable to Board of Regents-authorized Charter School Renewals

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

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

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

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

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

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results include, but are not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

- (h) The Regents must also consider the totality of the evidence presented in each case, and may accept or reject, in whole or in part, the department's renewal recommendation, provided however that the Regents are not prohibited from weighing any one factor more heavily than another.

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

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

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

Nonrenewal: A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with [the Department's Closing Procedures](http://www.nysed.gov/file/closing-procedures-02-2020) (http://www.nysed.gov/file/closing-procedures-02-2020) to ensure an orderly closure by the end of the school year.

To operationalize these statutory and regulatory requirements, the Board of Regents endorsed the Charter School Performance Framework. This document, and the ten academic, organizational, and legal domains contained within it, were created based on the limited criteria that can be considered when making decisions about 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 are included in the charter school Regents item, summary documents, and Regents meeting presentations.

Performance Framework

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

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

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school (See [8 NYCRR §119.7](http://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<http://www.nysed.gov/charter-schools/charter-school-regulations-1197>)). The recommendations in this document were made after a full due-diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.