



**TO:** P-12 Education Committee

**FROM:** Angelique Johnson-Dingle *Angelique Johnson-Dingle*

**SUBJECT:** Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education

**DATE:** April 25, 2024

**AUTHORIZATION(S):** *Beth A. Johnson*

### SUMMARY

#### Issue for Decision

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

- **Peninsula Preparatory Academy Charter School** (Five-year Renewal with Financial Monitoring Condition)
- **Imagine Me Leadership Charter School** (Five-Year Renewal with a Revision to the Mission Statement and a Financial Condition)
- **KIPP Academy Charter School** (Five-Year Renewal)
- **Harlem Children's Zone Promise Academy Charter School** (Five-Year Renewal)
- **Harlem Children's Zone Promise Academy II Charter School** (Five-Year Renewal with Condition on Enrollment of Students with Disabilities)
- **The Renaissance Charter School** (Five-Year Renewal with a Revision to increase authorized enrollment from 600 students to 660 students)
- **Challenge Preparatory Charter School** (Four-Year Renewal with Condition on Math Performance)

#### Reason(s) for Consideration

Required by State statute.

## **Proposed Handling**

This issue will come before the P-12 Education Committee for recommendation and the Full Board for action at its May 2024 meeting.

## **Procedural History**

The Chancellor of the New York City Department of Education made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law.

## **Background Information**

The Chancellor of the New York City Department of Education is bound by Article 56 of the Education law regarding the criteria that can be considered in decision-making pertaining to charter school renewals and revisions.

## **Related Regents Items**

### **Peninsula Preparatory Academy Charter School**

April 2004: [Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/April2004/0404bra2.htm>)

June 2008: [Revision to Add a Mandatory Summer Program](#)

(<http://www.regents.nysed.gov/meetings/2008Meetings/June2008/0608emsca5.htm>)

April 2009: [First Renewal](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca7.htm>)

March 2019: [Fourth Renewal](#)

(<https://www.regents.nysed.gov/sites/regents/files/419p12a4.pdf>)

### **Imagine Me Leadership Charter School**

January 2010: [Initial Charter](#)

(<http://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca14.htm>)

January 2015: [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf>)

March 2016: [Second Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>)

April 2019: [Third Renewal and Revision to expand grades served from K-5 to K-8](#)

(<https://www.regents.nysed.gov/common/regents/files/419p12a4.pdf>)

April 2022: [Revision to change model in Grades 6-8](#)

(<https://www.regents.nysed.gov/common/regents/files/422p12a4.pdf>)

March 2023: [Revision to change model in Grades K-5](#)

(<https://www.regents.nysed.gov/report/mar-2023/p-12-education>)

## **KIPP Academy Charter School**

May 2000: Conversion  
(Materials Not Available Online)

May 2005: [First Renewal](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida7.htm)  
(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida7.htm>)

July 2009: [Revision](http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra18.htm)  
(<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra18.htm>)

May 2010: [Second Renewal](http://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca5.htm)  
(<http://www.regents.nysed.gov/meetings/2010Meetings/May2010/0510emsca5.htm>)

April 2015: [Third Renewal](https://www.regents.nysed.gov/sites/regents/files/meetings/Apr%202015/415p12a7Revision2.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/meetings/Apr%202015/415p12a7Revision2.pdf>)

May 2019: [Fourth Renewal](https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

## **Harlem Children's Zone Promise Academy Charter School**

February 2004: [Initial Charter](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2004Meetings/February2004/0204emscvesida3.htm)  
(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2004Meetings/February2004/0204emscvesida3.htm>)

April 2007: [Revision](http://www.regents.nysed.gov/meetings/2007Meetings/April2007/0407bra4.html)  
(<http://www.regents.nysed.gov/meetings/2007Meetings/April2007/0407bra4.html>)

February 2009: [First Renewal](http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209emsca6.htm)  
(<http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209emsca6.htm>)

June 2009: [Second Renewal](http://www.regents.nysed.gov/meetings/2009Meetings/June2009/0609emsca2.htm)  
(<http://www.regents.nysed.gov/meetings/2009Meetings/June2009/0609emsca2.htm>)

May 2014: [Third Renewal](http://www.regents.nysed.gov/common/regents/files/514p12a4.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/514p12a4.pdf>)

May 2019: [Fourth Renewal](https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

## **Harlem Children's Zone Promise Academy II Charter School**

April 2005: [Initial Charter](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/April2005/0405emscvesida1.htm)  
(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/April2005/0405emscvesida1.htm>)

April 2010: [First Renewal](http://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca8.htm)  
(<http://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca8.htm>)

February 2015: [Second Renewal](http://www.regents.nysed.gov/common/regents/files/215p12a10.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/215p12a10.pdf>)

March 2016: [Revision to increase the authorized enrollment from 1,040 to 1,250 students, increasing the rate of enrollment in elementary grades.](http://www.regents.nysed.gov/common/regents/files/316p12a6.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/316p12a6.pdf>)

May 2019: [Third Renewal](https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

### **The Renaissance Charter School**

April 2000 Conversion  
(Materials Not Available Online)

May 2005: [First Renewal](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida7.htm)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/May2005/0505emscvesida7.htm>)

June 2010: [Second Renewal](http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emsca4.htm)  
(<http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emsca4.htm>)

June 2015: [Third Renewal](http://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615p12a8.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615p12a8.pdf>)

March 2016: [Enrollment expansion from 541 to 558 students](http://www.regents.nysed.gov/common/regents/files/316p12a6.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/316p12a6.pdf>)

March 2019: [Third Renewal with Revision to expand from 558 to 604 students](https://www.regents.nysed.gov/sites/regents/files/419p12a4.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/419p12a4.pdf>)

### **Challenge Preparatory Charter School**

February 2010: [Initial Charter](https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca6.htm)  
(<https://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca6.htm>)

April 2012: [Revision to expand enrollment from 360 to 504 students](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2012Meetings/April2012/412p12a1.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2012Meetings/April2012/412p12a1.pdf>)

January 2015: [First Renewal](http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/115p12a4.pdf>)

May 2019 [Second Renewal and Revision to expand grade levels served to kindergarten through Grade 12 from the school's existing kindergarten through Grade 8 and expand enrollment from 792 to 1,296 students](https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

## **Recommendation**

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

VOTED: That the Board of Regents finds that **Peninsula Preparatory 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 **Peninsula Preparatory Academy Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Imagine Me Leadership 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 **Imagine Me Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **KIPP 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 **KIPP Academy Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Harlem Children's Zone Promise 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 **Harlem Children's Zone Promise Academy Charter School** as proposed by the Chancellor of the New York City Department of

Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Harlem Children's Zone Promise Academy II 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 **Harlem Children's Zone Promise Academy II Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **The Renaissance Charter School** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **The Renaissance Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **Challenge Preparatory 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 **Challenge Preparatory Charter School** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2028**.

### **Timetable for Implementation**

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



**Peninsula Preparatory Academy Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Peninsula Preparatory Academy Charter School (PPA)
<b>Board Chair</b>	Betty Leon, Esq.
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 27 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2004
<b>Charter Term(s)</b>	Initial: April 20, 2004 – April 19, 2009 First Renewal: April 20, 2009 – July 19, 2012 Second Renewal (nunc pro tunc): July 20, 2012 – June 30, 2014 Third Renewal: July 1, 2014 – June 30, 2019 Fourth Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	611 Beach 19 Street, Queens, NY 11691 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• In 2022-2-23, PPA restructured its Academic Intervention Services (AIS) department to support more collaboration between the AIS team and classroom teachers, leading to further academic support for students. The impact has significantly improved overall performance in the 2022-2023 school year.</li> <li>• PPA has two teachers in each classroom that offer support to all students.</li> <li>• <i>Club Fridays</i> is a new learning extension for PPA students, which was introduced to engage students in extracurricular activities with both an academic and enrichment focus. On Fridays, students participate in clubs taught by teachers that range from exposure to topics ranging from entrepreneurship to financial literacy and coding.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Academic Rigor</li> <li>• Engaging Instructional Techniques</li> <li>• A Range of Assessments</li> <li>• Robust Professional Development</li> <li>• Extended Day</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<sup>1</sup> Nine percent of all students residing in this district attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
<b>Total Authorized Enrollment</b>	320	320	320	320	320

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
<b>Total Authorized Enrollment</b>	320	320	320	320	320

**Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has met all but financial standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Conditions**

The school’s renewal recommendation comes with the following conditions:

1. Each year of the charter term the school will demonstrate progress toward meeting the short- and long-term measures of financial viability as defined in the Accountability Handbook for NYC DOE Chancellor-Authorized Charter Schools and as assessed by the fiscal year audit. The school must demonstrate it has met, at minimum, the short-term measures of financial viability in its audited financial statements for the penultimate school year in the forthcoming charter term.



2. The school will provide by July 15, 2024:
  - A detailed plan of how the school will communicate its financial status and any changes in operations to parents, staff, and other stakeholders.
  - A contingency plan for closure should the school no longer be financially viable or should the NYC Department of Education move to revoke the charter for lack of financial viability.
3. By July 15 and again on January 15 of each year of the charter term, the school will provide:
  - Details regarding any outstanding debts, loans, or financial obligations and how the school plans to manage and fulfill these commitments.
  - Information about the school’s fundraising activities, grant applications, or other initiatives aimed at securing additional financial support.
  - Contingency plans that address unexpected financial challenges or emergencies.
  - A detailed plan regarding staffing levels and any adjustments that must be made to align with your budget and enrollment projections.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Summary of Evidence for Renewal**

The school’s proficiency rates on State assessments for both ELA and math exceeded the district of location and the State in 2022-2023 for all students and for students with disabilities (SWDs), English Language Learners (ELLs), and economically disadvantaged (ED) students. Further, the school has demonstrated significant growth over the charter term in the years where there was testing in both subjects, overall, and for all student subgroups.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding NYSTP 3-8 Assessments in math and ELA results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year.

**Academic Program:** During this charter term, PPA introduced daily reading and math intervention blocks for all grades starting in the 2021-2022 school year. Previously, intervention for these subjects was provided during a combined period. This change was initiated to provide PPA students with time for dedicated, daily support in both subjects. The school also introduced the i-Ready diagnostic assessment to measure student progress in ELA and math. In 2022-2023, PPA continued to build out the use of i-Ready data to create new curricular resources for ELA and math and work more intensively with K to grade 2 students on explicit systematic instruction. The school is now expanding its emphasis on science, technology, engineering, art, and mathematics instruction (STEAM), by introducing classes that prepare their elementary school students in grades 2 through 5 for high school. PPA has also introduced Magnetic Reading, Ready NY, and Ready Writing in this charter term.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** PPA offers all students with disabilities and all ELL students differentiated instruction to ensure that the students receive the proactive intervention they need to make academic progress with all students attending multiple intervention and small-group instruction periods daily. Teachers are provided with ongoing professional development on best practices to deliver differentiated instruction, and the school’s assessment cycle is a key strategy in tracking and supporting student academic growth. In the 2022-23 school year, PPA had a special education teacher for every grade level. There is one Integrated Co-teaching (ICT) class per grade level. PPA has a Child Study Team (CST) that monitors the progress of students receiving Tier III interventions. The CST is also responsible for developing intervention plans for students struggling with academics or behavior. To meet the needs of ELL students, all teachers use various instructional modalities that serve their students. This includes incorporating visuals into lessons, using accessible language, and providing opportunities for oral presentations. PPA follows the structured English language immersion model to support students with limited English proficiency. This includes ensuring that ELL students receive the same academic content as native English speakers. Lastly, ELL students also receive push-in or pull-out services.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 27**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Peninsula Preparatory Academy CS	NYC CSD 27	District Differential	NYS	NYS Differential	Peninsula Preparatory Academy CS	NYC CSD 27	District Differential	NYS	NYS Differential
All Students	2016-2017	41%	39%	+2	40%	+1	35%	41%	-6	45%	-10
	2017-2018	58%	44%	+14	45%	+13	53%	47%	+6	49%	+4
	2018-2019	62%	47%	+15	46%	+16	49%	50%	-1	51%	-2
	2021-2022	46%	39%	+7	42%	+4	43%	39%	+4	43%	0
	2022-2023	67%	46%	+21	46%	+21	70%	51%	+19	53%	+17
SWD	2016-2017	9%	12%	-3	13%	-4	9%	19%	-10	18%	-9
	2017-2018	16%	18%	-2	18%	-2	26%	25%	+1	22%	+4
	2018-2019	20%	16%	+4	17%	3	10%	26%	-16	22%	-12
	2021-2022	21%	13%	+8	15%	+6	13%	18%	-5	18%	-5
	2022-2023	30%	18%	+12	19%	+11	42%	28%	+14	26%	+16
ELL	2016-2017	38%	15%	+23	15%	+23	44%	24%	+20	23%	+21
	2017-2018	64%	31%	+33	28%	+36	27%	36%	-9	34%	-7
	2018-2019	33%	33%	0	29%	+4	30%	39%	-9	36%	-6
	2021-2022	25%	28%	-3	28%	-3	33%	29%	+4	31%	2
	2022-2023	35%	32%	+3	32%	+3	62%	38%	+24	38%	24
ED	2016-2017	40%	35%	+5	29%	+11	34%	38%	-4	33%	+1
	2017-2018	60%	40%	+20	35%	+25	53%	43%	+10	38%	+15
	2018-2019	63%	43%	+20	36%	+27	45%	47%	-2	40%	+5
	2021-2022	44%	35%	+9	31%	+13	37%	35%	+2	31%	+6
	2022-2023	66%	42%	+24	36%	+30	64%	47%	+17	41%	+23

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

Starting in 2019-2020 and 2020-2021, after the shift to remote learning due to COVID-19, PPA began to use Achieve 3,000 and Wonders Running Records assessments to measure student progress in ELA and internal assessments to measure progress in math. Beginning in 2021-2022, in the absence of state tests, the school introduced the i-Ready assessment in ELA and math as a strategy to measure student progress. Between the first i-Ready assessment in fall 2021 and the end-of-year assessment in spring 2022, ELA and math proficiency increased substantially for all grades. The school also introduced Ready NY for math and Magnetic Reading for ELA in 2022-2023. This change ensures that instructional materials are aligned with the data provided by i-Ready, allowing teachers to make informed decisions about how to best support students' academic progress. PPA works closely with Curriculum Associates to provide staff with ongoing professional development, ensuring that teachers are effectively using data to guide instruction and support growth.

## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Peninsula Preparatory Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	320	315	98%
2019-2020	320	320	100%
2020-2021	320	305	95%
2021-2022	320	268	84%
2022-2023	320	282	88%

The school has been within the target range of the enrollment of all subgroups for all years of the charter term. (see Table 6). The school has been within the target range or has exceeded the target range for overall retention and retention of all student subgroups throughout the charter term (see Table 7). The school has a student admissions preference for siblings, students who do not speak English at home, children of employees of the charter school, and students and families residing within NYC CSD 27.

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District
2018-2019	13%	21%	-8	10%	18%	-8	84%	77%	+7
2019-2020	14%	21%	-7	13%	18%	-5	76%	78%	-2
2020-2021	14%	21%	-7	13%	18%	-5	71%	78%	-7
2021-2022	13%	21%	-8	17%	19%	-2	69%	77%	-8
2022-2023	18%	21%	-3	16%	20%	-4	71%	79%	-8

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District	Peninsula Preparatory Academy CS	NYC CSD 27	Differential to District
2018-2019	89%	88%	+1	86%	89%	-3	83%	88%	-5	89%	88%	1
2019-2020	93%	89%	+4	89%	88%	+1	97%	88%	+9	93%	88%	+5
2020-2021	90%	90%	0	89%	90%	-1	94%	89%	+5	90%	91%	-1
2021-2022	82%	82%	0	73%	72%	+1	86%	85%	+1	83%	85%	-2
2022-2023	86%	88%	-2	81%	89%	-8	90%	88%	+2	85%	88%	-3

**Legal Compliance**

PPA sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

**Essential Question 3: Is the school financially viable?**

**Financial Condition**

The school has not demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements. As a result, this recommendation comes with conditions around monitoring financial viability.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. All short-term indicators were below target in the current charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations. All long-term indicators were below target in the current charter term. The school is implementing measures to improve these indicators and this recommendation comes with the conditions described above around monitoring financial viability.

**Financial Management**

The NYCDOE reviewed CPCS’s audited financial statements from the 2019–2020, 2020–2021, 2021–2022, and 2022-2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

## **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on January 22, 2024, for the renewal. One hundred forty-nine people attended the hearing and twenty-two spoke. Twenty-two people were in favor of the renewal. No one was opposed. One person submitted a written comment in favor of the renewal.

## Imagine Me Leadership Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Imagine Me Leadership Charter School (IMLCS)
<b>Board Chair</b>	Janice Chen
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 19 <sup>2</sup>
<b>Initial Commencement of Instruction</b>	Fall 2010
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>• Initial Charter: January 12, 2010 – January 11, 2015</li> <li>• First Renewal: January 12, 2015 – June 30, 2016</li> <li>• Second Renewal: July 1, 2016 – June 30, 2019</li> <li>• Third Renewal: July 1, 2019 – June 30, 2024</li> </ul>
<b>Current Term Authorized Grades/ Authorized Enrollment</b>	K – Grade 8 / 360 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	818 Schenck Avenue, Brooklyn, NY 11207 – Private Space 857 Hendrix Street, Brooklyn, NY 11207 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• IMLCS’s instructional model is designed to be appropriate for all students (whom the school refers to as leaders) and vertically integrated, focused, coherent, relevant, and balanced.</li> <li>• With the addition of girls in the 2023-2024 school year, IMLCS continues to implement evidence-based instructional strategies in teaching boys and now also girls.</li> <li>• Character education is deeply woven into the curriculum and the school day, creating an environment where young leaders can thrive.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Data-driven instruction</li> <li>• More time on task</li> <li>• Science-based gender practices</li> <li>• Targeted professional development based on implications for instruction from ongoing assessments.</li> <li>• Parents as partners</li> <li>• Practices that foster a culturally responsive environment.</li> <li>• Rigorous standards-based curriculum</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• Revise the mission statement to reflect a fully co-ed student population.</li> </ul>

<sup>2</sup> Twenty-seven percent of all students residing in this district attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	270	315	360	360	360

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	360	360	360	360	360

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term 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 strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Condition:**

For reasons discussed below, the school’s renewal recommendation comes with the following conditions:

- Each year of the charter term the school will demonstrate progress toward meeting the short- and long-term measures of financial viability as defined in the Accountability Handbook for NYC DOE Chancellor-Authorized Charter Schools and as assessed by the fiscal year audit. The school must demonstrate it has met, at minimum, the short-term measures of financial viability in its audited financial statements for the penultimate school year in the forthcoming charter term.



### **Revision:**

- The school has requested to align its mission statement to its new co-ed model to ensure the mission statement is welcoming to all students. The mission statement reads:

*Imagine Me Leadership Charter School (IMLCS) will provide a positive, nurturing environment, along with an exciting, rigorous, academic, and cultural program where boys and girls learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are, and what they are expected to become, thus, allowing them to be confident and prepared to face the challenges in a competitive world.*

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 4 (2022-2023): Visit to Proposed New Site
  - Year 5 (2023-2024): Renewal Visit

## **Summary of Evidence for Renewal**

The schools’ proficiency rates in ELA and math have exceeded the CSD in all years of the charter term, overall and for students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students, except students with disabilities in math in 2022-2023 when the school performed seven percentage points below the CSD.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Elementary/Middle School Outcomes**

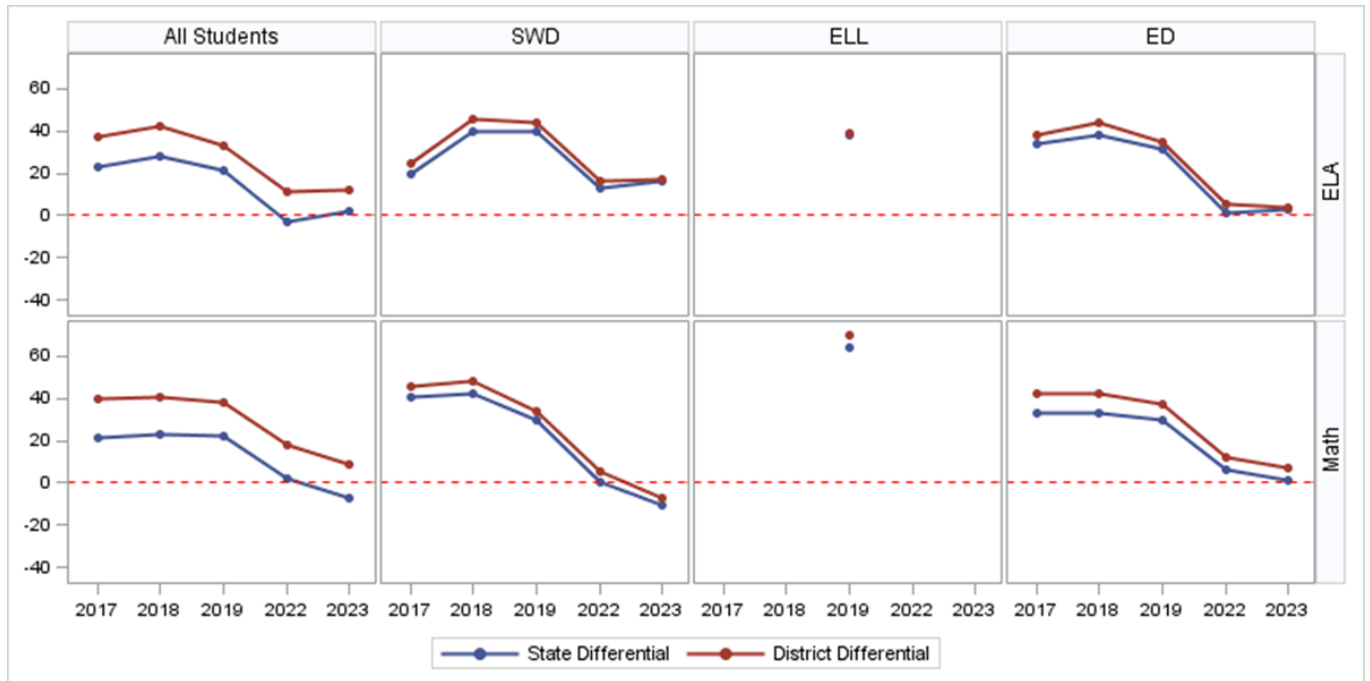
Table 4 shows results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year.

**Academic Program:** IMLCS’ instructional model is founded on principles to stimulate thought, debate, and decision-making. At IMLCS, instruction is appropriately matched to the leader’s level of maturity and knowledge, carefully sequenced, incorporates explicit connections with different subjects, and is balanced to promote intellectual and moral, creative, emotional, and physical development. Each school day, IMLCS students receive 60 additional minutes of instructional time compared to students attending other New York City public schools. Over one year, IMLCS students have about 250 additional school hours, which is nearly 33 additional school days. The IMLCS annual calendar considers the need for students to be in school for more time, consistently, without unnecessary or excessively long breaks in learning. In addition to programming for boys, the school is building out the Science, Technology, Engineering, and Math (STEM) program designed for girls. The program will include accelerated science curricula including Living Environment, 1:1 high dosage tutoring as needed, relationship building between teachers and female scholars, and will provide opportunities for girls to work on independent projects to facilitate creativity.

**Academic Program for Students with Disabilities and English Language Learners (ELLs):** The school monitors the growth of all target group students and offers academic intervention services (A.I.S.), providing tailored instruction for students who need more support. AIS includes a focus on literacy,

including early screening, early and appropriate instruction, extra learning time, use of assessments including i-Ready to inform instruction, as well as tutoring and enrichment by placing students in flexible groups for those who may need remediation. All staff are offered training and resources to serve students with disabilities and English Language Learners. IMLCS provides one Integrated Co-Teaching (ICT) section in all grades.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 19**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		ImagineMe Leadership CS	NYC CSD 19	District Differential	NYS	NYS Differential	ImagineMe Leadership CS	NYC CSD 19	District Differential	NYS	NYS Differential
All Students	2016-2017	63%	26%	+37	40%	+23	66%	26%	+40	45%	+21
	2017-2018	73%	31%	+42	45%	+28	72%	31%	+41	49%	+23
	2018-2019	67%	34%	+33	46%	+21	73%	35%	+38	51%	+22
	2021-2022	44%	33%	+11	47%	-3	41%	23%	+18	39%	+2
	2022-2023	50%	38%	+12	48%	+2	44%	35%	+9	51%	-7
SWD	2016-2017	33%	8%	+25	13%	+20	59%	13%	+46	18%	+41
	2017-2018	58%	12%	+46	18%	+40	64%	16%	+48	22%	+42
	2018-2019	57%	13%	+44	17%	40	52%	18%	+34	22%	+30
	2021-2022	29%	13%	+16	16%	+13	14%	9%	5	14%	0
	2022-2023	35%	18%	+17	19%	+16	12%	19%	-7	23%	-11
ELL	2018-2019	67%	28%	+39	29%	38	100%	30%	+70	36%	+64
ED	2016-2017	63%	25%	+38	29%	+34	66%	24%	+42	33%	+33
	2017-2018	73%	29%	+44	35%	+38	71%	29%	+42	38%	+33
	2018-2019	67%	32%	+35	36%	31	70%	33%	+37	40%	+30
	2021-2022	38%	33%	+5	37%	+1	34%	22%	12	28%	+6
	2022-2023	41%	37%	+4	38%	+3	41%	34%	+7	40%	+1

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

The effectiveness of teaching and learning at IMLCS is evident in benchmark data and New York State assessment results. Every year, IMLCS welcomes students who have transitioned from other charter schools or local public schools. The CEO/Principal reviews and utilizes data to make informed instructional decisions. The school uses data-driven instruction to bridge achievement gaps through the following strategies: common assessments across all classrooms, effective data analysis to support data-driven instruction, and system development to ensure ongoing cycles of effective data analysis and action.

**Enrollment, Recruitment and Retention**

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below) which the school attributes to a lack of available space in their current facilities. IMLCS asserts they will be able to serve the full number of authorized students in the next term by moving to a new facility. Additionally, IMLCS is expanding recruitment efforts through targeted marketing and outreach initiatives.

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Imagine Me Leadership CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	264	225	85%
2019-2020	270	229	85%
2020-2021	315	251	80%
2021-2022	360	249	69%
2022-2023	360	195	54%

The school is currently within the target range for enrollment of SWDs. The school appears to be below the target range for enrollment of ED students; however, this is a data-reporting issue with free and reduced-price meal forms that the school is working to resolve (see Table 6 below). While the school is below the target range in enrollment of SWDs when compared to the full CSD, the school is within the target range when compared with the enrollment of district schools within one mile (see Table 7 below). The school has a student admissions preference for siblings, students who do not speak English at home, students who have Individualized Education Plans (IEPs) and/or receive special education services, and students and families residing within NYC CSD 19.

The school’s retention rates overall and, in all subgroups, have fluctuated over the course of the charter term. In 2020-2021 and 2021-2022, the school exceeded the CSD for retention overall and for all subgroups; in the most recent year of data the school is ten points below the CSD overall and within the target range for retention of SWDs and EDs. The school’s ELL retention rates fluctuate significantly due to the smaller number of ELL students enrolled (see Table 8 below).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Imagine Me Leadership CS	NYC CSD 19	Differential to District	Imagine Me Leadership CS	NYC CSD 19	Differential to District	Imagine Me Leadership CS	NYC CSD 19	Differential to District
2018-2019	15%	23%	-8	3%	18%	-15	82%	90%	-8
2019-2020	16%	23%	-7	2%	19%	-17	82%	91%	-9
2020-2021	14%	23%	-9	0%	19%	-19	79%	92%	-13
2021-2022	14%	24%	-10	2%	19%	-17	76%	91%	-15
2022-2023	19%	24%	-5	1%	19%	-18	73%	93%	-20

**Table 7: Subgroup Enrollment: English Language Learners – Surrounding Neighborhoods within 1 Mile**

	ELL		
	Imagine Me Leadership CS	District Enrollment within 1 Mile	Differential to Neighboring Schools
2022-2023	1%	8%	<b>-7</b>

**Table 8: Subgroup Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Imagine Me Leadership CS	NYC CSD 19	Differential to District	Imagine Me Leadership CS	NYC CSD 19	Differential to District	Imagine Me Leadership CS	NYC CSD 19	Differential to District	Imagine Me Leadership CS	NYC CSD 19	Differential to District
2018-2019	86%	83%	<b>+3</b>	90%	82%	<b>+8</b>	100%	85%	<b>+15</b>	86%	83%	<b>3</b>
2019-2020	80%	83%	<b>-3</b>	79%	82%	<b>-3</b>	57%	85%	<b>-28</b>	81%	83%	<b>-2</b>
2020-2021	92%	87%	<b>+5</b>	97%	88%	<b>+9</b>	100%	87%	<b>+13</b>	92%	88%	<b>+4</b>
2021-2022	85%	80%	<b>+5</b>	86%	77%	<b>+9</b>	.	.	.	84%	82%	<b>+2</b>
2022-2023	73%	83%	<b>-10</b>	82%	85%	<b>-3</b>	67%	84%	<b>-17</b>	75%	84%	<b>-9</b>

**Legal Compliance**

IMLCS operates sufficiently in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

**Essential Question 3: Is the school financially viable?**

**Financial Condition**

The NYCDOE reviewed IMLCS’s audited financial statements from 2019–2020, 2020–2021, and 2021–2022 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years. The charter school is delayed in finalizing the 2022-2023 audit due to special federal audit requirements; the NYCDOE has reviewed intermediate financials to assess current financial controls.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. The school did not meet

the requirements for days of cash on hand and current ratio in the 2021-2022 audit. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations. The school's total margin has not met the requirement in the charter term. However, after a thorough review, NYCDOE does not have concerns about the financial viability of the school and is implementing a financial condition to ensure the school takes steps to improve its financial metric outcomes over the course of a recommended next charter term.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 20, 2023, for the renewal and revision. Twenty-two people attended the hearing and fourteen spoke. Thirteen were in favor of the renewal. One person opposed. Five people submitted written comments, four were in favor, and one person, the same individual who spoke at the hearing, was opposed.

## KIPP Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	KIPP Academy Charter School (KIPP)
<b>Board Chair</b>	Rafael Mayer
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 7 <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2000
<b>Charter Term(s)</b>	Initial Charter: May 4, 2000 – May 3, 2005 First Renewal: May 17, 2005 – May 16, 2010 Second Renewal: May 17, 2010 – May 16, 2015 Third Renewal: May 17, 2015 – June 30, 2019 Fourth Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	KIPP NYC
<b>Facilities</b>	730 Concourse Village West, Bronx, NY 10451 – Public Space 250 East 156 Street, Bronx, NY 10451 – Public Space 201 East 144th Street, Bronx, NY 10451 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>● KIPP’s methodologies and curricula center and affirm student cultures, promote high expectations and positive identity development for all students and enable students to develop and practice critical consciousness across KIPP NYC and integrate and cultivate social-emotional learning (SEL) competencies throughout students’ experience at KIPP NYC.</li> <li>● KIPP students engage in culminating projects at key points during the KIPP NYC education program through which students apply the skills and knowledge gained in project-based units to improve their communities, explore personal interests, and more deeply integrate core academic topics.</li> <li>● A region-wide advisory period in which different strategies are used to support students to understand themselves and others, develop and work towards goals, and build community.</li> <li>● KIPP uses a Multi-Tiered System of Support (MTSS) to provide scholars access to curriculum across 3 tiers. Tier 1 is core instruction across all content areas with a focus on Specially Designed Instruction. Tier 2 is a small group and/or specific cycle of intervention based on interim assessments and the triangulation of data from the KIPP team. Tier 3 is the most intensive intervention offered on an itinerant basis and based on both formative and interim data.</li> </ul>

<sup>3</sup> Thirty-eight percent of all students residing in this district attend charter schools.

<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Project-based culminating projects</li> <li>● Written and oral classroom debate opportunities</li> <li>● Financial literacy for all students</li> <li>● Advisory period</li> <li>● Culturally responsive pedagogy</li> <li>● SEL-informed pedagogy</li> <li>● Student leadership and community engagement</li> <li>● Extracurricular programming</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,220	1,220	1,220	1,220	1,220

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,220	1,220	1,220	1,220	1,220

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.



### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on State assessments for both ELA and math have exceeded the district of location and the State in every year of the current charter term overall, for students with disabilities (SWDs), English language Learners (ELLs), and for economically disadvantaged (ED) students.

With few exceptions, the school has regularly exceeded the 4-Year cohort Regents testing outcomes and 4-Year high school graduation rates of NYS overall and for all student subgroups.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance Outcomes**

See Table 4 below regarding 3-8 ELA and math assessment results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year. See Tables 5 and 6 below regarding regents testing and graduation outcomes.

**Academic Program:** One of the hallmarks of KIPP’s model is providing a K-12 continuum for students, with additional support provided post-graduation to support students’ transition to and through college. While there is additional growth required to support all students in reaching proficiency, the results from the past charter term are emerging, particularly concerning math proficiency growth and college readiness. During this charter term, KIPP has implemented new strategies, including the utilization of i-Ready math to help teachers better target instructional gaps for students. This has allowed teachers and their instructional coaches to make in-the-moment adjustments to student learning and interventions. KIPP is also working to use i-Ready for continued growth in literacy instruction.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** KIPP and the regional office are making core investments in addressing student achievement gaps. This includes the adoption of improved data and assessment tools, including i-Ready Reading and Math. This will provide teachers with student-specific data and will be impactful in supporting students with disabilities. Several academic intervention programs are in place to help students with Individualized Education Plans (IEPs) and those in need of Response to Intervention (RTI) support. For example, to better serve the lowest readers, many of whom are students with disabilities, KIPP uses the research-based curriculum Read 180 and the Fast Forward reading intervention program. Read 180 is considered a Tier II intervention for RTI and Fast Forward is considered Tier III.

In addition to serving students with disabilities, there is a consciousness of the need to invest resources in serving ELLs students. To support KIPP, KIPP’s regional office has invested in creating a ‘Student Support Services Team’ composed of former principals and educators with expertise in ELL services, special education, and mental health supports. These individuals act as resources to school-based staff to provide professional development, counseling supervision, IEP paperwork and progress monitoring, and RTI

supports. The Student Services Team brings together school-based staff into regional professional learning communities who can learn from each other.

KIPP provides one or two sections of Integrated Co-Teaching (ICT) in K through grade 8 and a range of ICT classrooms in high school; this decision is dependent on students' needs.

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



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		KIPP Academy CS	NYC CSD 7	District Differential	NYS	NYS Differential	KIPP Academy CS	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2016-2017	50%	22%	+28	40%	+10	58%	18%	+40	40%	+18
	2017-2018	64%	28%	+36	45%	+19	72%	23%	+49	45%	+27
	2018-2019	62%	31%	+31	46%	+16	78%	26%	+52	47%	+31
	2021-2022	54%	30%	+24	47%	+7	56%	16%	+40	39%	+17
	2022-2023	57%	32%	+25	48%	+9	74%	31%	+43	51%	+23
SWD	2016-2017	21%	7%	+14	11%	+10	30%	8%	+22	14%	+16
	2017-2018	35%	11%	+24	17%	+18	46%	11%	+35	18%	+28
	2018-2019	34%	11%	+23	15%	19	52%	12%	+40	18%	+34
	2021-2022	22%	12%	+10	16%	+6	28%	8%	20	14%	+14
	2022-2023	27%	14%	+13	19%	+8	45%	17%	+28	23%	+22
ELL	2016-2017	38%	10%	+28	12%	+26	53%	12%	+41	19%	+34
	2017-2018	45%	16%	+29	25%	+20	72%	18%	+54	29%	+43
	2018-2019	57%	20%	+37	25%	+32	76%	21%	+55	31%	+45
	2021-2022	40%	21%	+19	29%	+11	55%	13%	+42	25%	30
	2022-2023	48%	21%	+27	29%	+19	73%	25%	+48	34%	39
ED	2016-2017	50%	22%	+28	30%	+20	58%	18%	+40	29%	+29
	2017-2018	62%	28%	+34	36%	+26	72%	23%	+49	34%	+38
	2018-2019	62%	30%	+32	36%	+26	78%	26%	+52	37%	+41
	2021-2022	52%	30%	+22	37%	+15	55%	16%	+39	28%	+27
	2022-2023	56%	31%	+25	38%	+18	73%	30%	+43	40%	+33

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS
ELA	2015	63	92%	84%	+8	19	74%	55%	+19	.	.	.	.	48	94%	79%	+15
	2016	56	95%	88%	+7	8	63%	66%	-3	.	.	.	.	52	94%	84%	+10
	2017	69	91%	89%	+2	13	69%	69%	0	7	57%	75%	-18	53	91%	86%	+5
	2018	67	93%	87%	+6	.	.	.	.	.	.	.	.	56	91%	83%	+8
	2019	61	87%	81%	+6	12	83%	56%	+27	.	.	.	.	54	89%	75%	+14
Global History	2015	63	94%	78%	+16	19	79%	43%	+36	.	.	.	.	48	96%	70%	+26
	2016	56	95%	84%	+11	8	75%	60%	+15	.	.	.	.	52	94%	80%	+14
	2017	69	87%	87%	0	13	46%	66%	-20	7	57%	69%	-12	53	85%	84%	+1
	2018	67	90%	86%	+4	.	.	.	.	.	.	.	.	56	88%	83%	+5
	2019	61	5%	82%	-77	12	8%	68%	-60	.	.	.	.	54	4%	79%	-75
Math	2015	63	94%	84%	+10	19	79%	51%	+28	.	.	.	.	48	96%	78%	+18
	2016	56	95%	88%	+7	8	75%	64%	+11	.	.	.	.	52	94%	85%	+9
	2017	69	96%	90%	+6	13	85%	69%	+16	7	86%	79%	+7	53	96%	88%	+8
	2018	67	96%	91%	+5	.	.	.	.	.	.	.	.	56	95%	89%	+6
	2019	61	93%	90%	+3	12	67%	74%	-7	.	.	.	.	54	93%	87%	+6
Science	2015	63	94%	83%	+11	19	79%	51%	+28	.	.	.	.	48	96%	76%	+20
	2016	56	95%	87%	+8	8	63%	64%	-1	.	.	.	.	52	94%	83%	+11
	2017	69	97%	90%	+7	13	85%	70%	+15	7	100%	74%	+26	53	96%	87%	+9
	2018	67	99%	91%	+8	.	.	.	.	.	.	.	.	56	98%	88%	+10
	2019	61	87%	90%	-3	12	58%	77%	-19	.	.	.	.	54	85%	88%	-3
US History	2015	63	90%	79%	+11	19	68%	48%	+20	.	.	.	.	48	94%	71%	+23
	2016	56	96%	84%	+12	8	88%	61%	+27	.	.	.	.	52	96%	79%	+17
	2017	69	68%	85%	-17	13	46%	66%	-20	7	43%	67%	-24	53	62%	81%	-19
	2018	67	87%	84%	+3	.	.	.	.	.	.	.	.	56	84%	80%	+4
	2019	61	98%	80%	+18	12	92%	64%	+28	.	.	.	.	54	98%	76%	+22

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS	Charter Total Cohort	KIPP Academy CS	NYS	Differential to NYS
2015 Cohort	4 Year	63	95%	83%	+12	19	84%	62%	+22	.	.	.	.	48	98%	77%	+21
	5 Year	63	95%	87%	+8	18	83%	67%	+16	.	.	.	.	48	98%	82%	+16
	6 Year	63	95%	88%	+7	18	83%	70%	+13	.	.	.	.	48	98%	84%	+14
2016 Cohort	4 Year	56	93%	85%	+8	8	75%	63%	+12	.	.	.	.	52	92%	80%	+12
	5 Year	56	93%	88%	+5	8	75%	69%	+6	.	.	.	.	51	94%	83%	+11
	6 Year	56	95%	89%	+6	8	88%	72%	+16	.	.	.	.	51	96%	85%	+11
2017 Cohort	4 Year	69	86%	86%	0	13	69%	65%	+4	7	57%	70%	-13	53	83%	81%	+2
	5 Year	69	90%	89%	+1	13	69%	72%	-3	7	57%	75%	-18	52	90%	85%	+5
	6 Year	69	94%	90%	+4	13	77%	73%	+4	7	86%	76%	+10	51	96%	86%	+10
2018 Cohort	4 Year	67	91%	87%	+4	.	.	.	.	.	.	.	.	56	91%	82%	+9
	5 Year	67	96%	89%	+7	.	.	.	.	.	.	.	.	54	94%	85%	+9
2019 Cohort	4 Year	61	97%	86%	+11	12	92%	69%	+23	.	.	.	.	54	96%	82%	+14

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

KIPP continues to make investments in improving the use of student data to plan needed supports for students. The strategy that the school and KIPP network believe will continue the upward trend in student achievement is a whole-child commitment to differentiated learning. KIPP believes the current curriculum is appropriate to meet students' needs. Using i-Ready, the school will continue augmenting literacy instruction to give the school data-driven insights to focus on both whole-group instruction and intervention supports. Additionally, KIPP Elementary is supplementing the phonics-based program with the DIBELS/MCLASS assessment, which will provide teachers with an effective tool for identifying gaps in foundational reading skills. At the high school level, teachers use mock exam data to drive instruction and inform interventions.

**Enrollment, Recruitment, and Retention**

The school is currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

**Table 7: Aggregate Enrollment: Reported vs Contracted**

KIPP Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	855	1,060	124%
2019-2020	1,220	1,089	89%
2020-2021	1,220	1,124	92%
2021-2022	1,220	1,111	91%
2022-2023	1,220	1,130	93%

KIPP has been within the target range for enrollment of ELLs and ED students throughout the charter term. Though enrollment of SWDs was below the target range for most of the charter term, in the most recent year of data KIPP is now enrolling within the target range (see Table 8). The school has a student admissions preference for siblings, students whose family receives SNAP or TANF benefits, students eligible for free or reduced-price lunch, students who have an IEP and/or receive special education services, children who are homeless or living in a shelter or temporary residence, children of employees, and students and families residing within NYC CSD 7.

The school is exceeding all retention targets for aggregate retention (see Table 9 below).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	KIPP Academy CS	NYC CSD 7	Differential to District	KIPP Academy CS	NYC CSD 7	Differential to District	KIPP Academy CS	NYC CSD 7	Differential to District
2018-2019	18%	27%	-9	15%	23%	-8	88%	92%	-4
2019-2020	17%	27%	-10	14%	23%	-9	89%	93%	-4
2020-2021	16%	27%	-11	14%	23%	-9	90%	94%	-4
2021-2022	17%	27%	-10	13%	22%	-9	90%	94%	-4
2022-2023	19%	28%	-9	13%	22%	-9	93%	94%	-1

**Table 9: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	KIPP Academy CS	NYC CSD 7	Differential to District	KIPP Academy CS	NYC CSD 7	Differential to District	KIPP Academy CS	NYC CSD 7	Differential to District	KIPP Academy CS	NYC CSD 7	Differential to District
2018-2019	94%	79%	+15	92%	78%	+14	94%	80%	+14	94%	80%	14
2019-2020	95%	79%	+16	94%	78%	+16	98%	78%	+20	95%	79%	+16
2020-2021	96%	83%	+13	94%	79%	+15	94%	83%	+11	96%	84%	+12
2021-2022	90%	77%	+13	88%	75%	+13	91%	80%	+11	90%	78%	+12
2022-2023	88%	79%	+9	91%	78%	+13	92%	81%	+11	88%	79%	+9

**Legal Compliance**

KIPP sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board typically holds meetings in accordance with the Open Meetings Law.

**Essential Question 3: Is the school financially viable?**

**Financial Condition**

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school’s independently audited financial statements and through agreement with its CMO, KIPP NYC.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations. While KIPP itself did not meet these metrics during the charter term, its agreement with KIPP NYC concretizes the financial viability of the school.

**Financial Management**

The NYCDOE reviewed KIPP’s audited financial statements from the 2019–2020, 2020–2021 and 2021–2022, 2022-2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

**Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on January 16, 2024, for the renewal. Eleven people attended the hearing, and six spoke. Six were in favor of the renewal. No one was opposed. No one submitted a written comment.

## Harlem Children’s Zone Promise Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Harlem Children’s Zone Promise Academy Charter School (HCZPAI)
<b>Board Chair</b>	Geoffrey Canada
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 5 <sup>4</sup>
<b>Initial Commencement of Instruction</b>	Fall 2004
<b>Charter Terms</b>	Initial Charter: February 23, 2004 – February 22, 2009 First Renewal: February 23, 2009 – August 10, 2009 Second Renewal: August 11, 2009 – August 10, 2014 Third Renewal: August 11, 2014 – June 30, 2019 Fourth Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	Harlem Children’s Zone
<b>Facilities</b>	245 West 129 Street New Street, New York, NY 10027 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• HCZPAI utilizes a Workshop Model to implement the curriculum. This model is internally tailored to include mini-lessons with a teacher think-aloud and explicit modeling, as well as opportunities for student practice and teacher feedback.</li> <li>• For English, history, and science courses and all 10 to 12 graders, students have two additional 45-minute classes, totaling seven instructional sessions per week. Ninth-grade math courses comprise 90-minute blocks that meet every day.</li> <li>• HCZPAI offers cyclical, high-quality coaching to new teachers and network-wide professional development opportunities. The training and development team increases the educational capacity of the school's teachers to deliver high-quality instruction. All school staff have access to a large network of professional development opportunities through external partnerships.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Data-driven instruction</li> <li>• Training and professional development</li> <li>• College readiness</li> <li>• Pipeline of services</li> <li>• Social and Emotional Learning (SEL)</li> <li>• Response to Intervention (RTI)</li> <li>• Recruitment</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<sup>4</sup> Thirty-nine percent of all students residing in this district attend charter schools.



**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,250	1,250	1,250	1,250	1,250

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,250	1,250	1,250	1,250	1,250

**Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Summary of Evidence for Renewal**

The school's proficiency rates on State assessments for both ELA and math have exceeded the district of location and the State in every year of the current charter term overall, for students with disabilities (SWDs), English language learners (ELLs), and for economically disadvantaged (ED) students.

HCZPAI has consistently performed higher than NYS overall and for all subgroups, with few exceptions during the charter term, on 4-year cohort Regents testing outcomes. HCZPAI has demonstrated 4-year cohort graduation rates higher than NYS in all years of the charter term and for all subgroups.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance Outcomes**

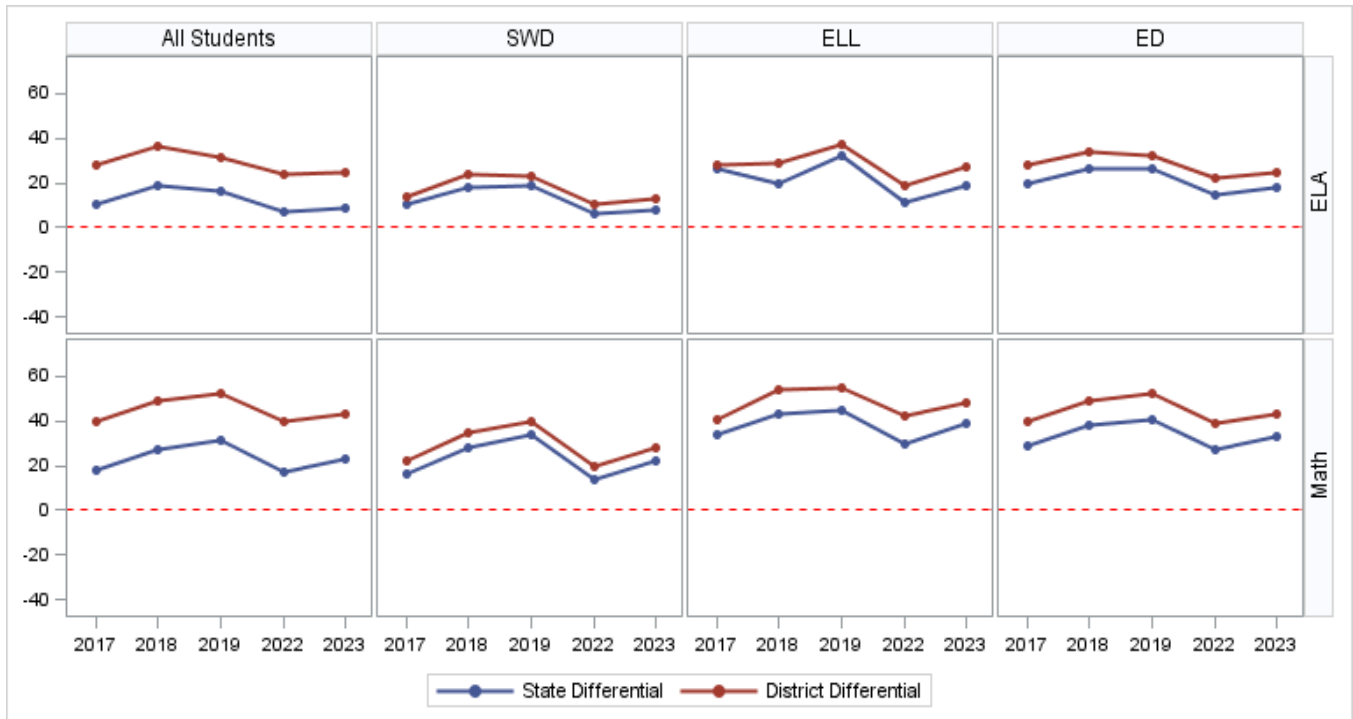
See Table 4 below regarding NYSTP 3-8 Assessments math and ELA results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year. See Tables 5 and 6 below regarding regents testing and graduation outcomes.

**Academic Program:** HCZPAI incorporates co-teaching to provide support in small groups for students. The school has a workshop model to implement the curriculum, which includes mini-lessons with a teacher, think-aloud and explicit modeling, and student practice and teacher feedback opportunities. Relevant content and text vocabulary are infused into each lesson.

Throughout the charter term, the school has focused on bridging the gap caused by remote learning. Based on data collected on student reading levels (using Fountas and Pinnell benchmark assessments), the school made shifts to the curriculum for 2022-2023. Foundational skills for reading continue to be a focus in K to grade 2 by using FUNdations and HMH Into Reading. Assessment data reveals that in ELA and math, a continued focus on problem-solving and real-world application of knowledge will close student gaps.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** HCZPAI understands that all students have different instructional needs, and it is the school's responsibility to find ways to identify and address those needs. The school collects and analyzes data both in and out of the classroom, looking at both quantitative and qualitative data as it pertains to academics and social development. HCZPAI offers ICT in kindergarten. HCZPAI supports their ELL scholars through multiple modalities such as oral, visual, and writing. The impact of this is evident in the subgroup data where ELL scholars exceed their peers in performance as compared to NYC CSD 5 and the State.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 5**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Harlem Children's Zone Promise Academy CS	NYC CSD 5	District Differential	NYS	NYS Differential	Harlem Children's Zone Promise Academy CS	NYC CSD 5	District Differential	NYS	NYS Differential
All Students	2016-2017	47%	24%	+23	40%	+7	62%	17%	+45	40%	+22
	2017-2018	55%	29%	+26	45%	+10	64%	22%	+42	45%	+19
	2018-2019	56%	31%	+25	46%	+10	70%	26%	+44	47%	+23
	2021-2022	55%	31%	+24	47%	+8	49%	18%	+31	39%	+10
	2022-2023	62%	35%	+27	48%	+14	72%	30%	+42	51%	+21
SWD	2016-2017	26%	8%	+18	11%	+15	42%	8%	+34	14%	+28
	2017-2018	39%	13%	+26	17%	+22	43%	11%	+32	18%	+25
	2018-2019	29%	15%	+14	15%	14	36%	12%	+24	18%	+18
	2021-2022	34%	14%	+20	16%	+18	19%	7%	12	14%	+5
	2022-2023	45%	18%	+27	19%	+26	41%	14%	+27	23%	+18
ELL	2016-2017	0%	5%	-5	11%	-11	21%	9%	+12	18%	+3
	2017-2018	37%	16%	+21	25%	+12	41%	14%	+27	29%	+12
	2018-2019	54%	17%	+37	26%	+28	75%	20%	+55	32%	+43
	2021-2022	49%	16%	+33	29%	+20	47%	13%	+34	25%	22
	2022-2023	50%	19%	+31	29%	+21	68%	20%	+48	34%	34
ED	2016-2017	46%	22%	+24	30%	+16	61%	16%	+45	29%	+32
	2017-2018	52%	26%	+26	36%	+16	64%	20%	+44	34%	+30
	2018-2019	56%	28%	+28	36%	+20	70%	23%	+47	37%	+33
	2021-2022	53%	27%	+26	37%	+16	49%	14%	+35	28%	+21
	2022-2023	61%	31%	+30	38%	+23	71%	26%	+45	40%	+31

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ED			
		Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS
ELA	2015	57	89%	84%	+5	10	40%	55%	-15	44	89%	79%	+10
	2016	62	95%	88%	+7	6	50%	66%	-16	48	94%	84%	+10
	2017	59	98%	89%	+9	7	100%	69%	+31	50	98%	86%	+12
	2018	47	98%	87%	+11	5	100%	71%	+29	41	100%	83%	+17
	2019	62	94%	81%	+13	10	90%	56%	+34	55	93%	75%	+18
Global History	2015	57	84%	78%	+6	10	40%	43%	-3	44	82%	70%	+12
	2016	62	92%	84%	+8	6	33%	60%	-27	48	90%	80%	+10
	2017	59	88%	87%	+1	7	71%	66%	+5	50	90%	84%	+6
	2018	47	77%	86%	-9	5	80%	72%	+8	41	76%	83%	-7
	2019	62	92%	82%	+10	10	100%	68%	+32	55	93%	79%	+14
Math	2015	57	96%	84%	+12	10	80%	51%	+29	44	95%	78%	+17
	2016	62	98%	88%	+10	6	83%	64%	+19	48	98%	85%	+13
	2017	59	98%	90%	+8	7	100%	69%	+31	50	98%	88%	+10
	2018	47	100%	91%	+9	5	100%	76%	+24	41	100%	89%	+11
	2019	62	100%	90%	+10	10	100%	74%	+26	55	100%	87%	+13
Science	2015	57	93%	83%	+10	10	60%	51%	+9	44	93%	76%	+17
	2016	62	100%	87%	+13	6	100%	64%	+36	48	100%	83%	+17
	2017	59	98%	90%	+8	7	100%	70%	+30	50	98%	87%	+11
	2018	47	100%	91%	+9	5	100%	77%	+23	41	100%	88%	+12
	2019	62	100%	90%	+10	10	100%	77%	+23	55	100%	88%	+12
US History	2015	57	93%	79%	+14	10	60%	48%	+12	44	93%	71%	+22
	2016	62	98%	84%	+14	6	83%	61%	+22	48	98%	79%	+19
	2017	59	93%	85%	+8	7	71%	66%	+5	50	92%	81%	+11
	2018	47	98%	84%	+14	5	80%	69%	+11	41	100%	80%	+20
	2019	62	97%	80%	+17	10	100%	64%	+36	55	96%	76%	+20

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ED			
		Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy CS	NYS	Differential to NYS
2015 Cohort	4 Year	57	96%	83%	+13	10	80%	62%	+18	44	95%	77%	+18
	5 Year	56	100%	87%	+13	9	100%	67%	+33	43	100%	82%	+18
	6 Year	56	100%	88%	+12	9	100%	70%	+30	43	100%	84%	+16
2016 Cohort	4 Year	62	98%	85%	+13	6	100%	63%	+37	48	100%	80%	+20
	5 Year	62	100%	88%	+12	6	100%	69%	+31	48	100%	83%	+17
	6 Year	62	100%	89%	+11	6	100%	72%	+28	48	100%	85%	+15
2017 Cohort	4 Year	59	98%	86%	+12	7	100%	65%	+35	50	98%	81%	+17
	5 Year	59	98%	89%	+9	7	100%	72%	+28	49	98%	85%	+13
	6 Year	59	98%	90%	+8	7	100%	73%	+27	49	98%	86%	+12
2018 Cohort	4 Year	47	96%	87%	+9	5	80%	69%	+11	41	95%	82%	+13
	5 Year	47	96%	89%	+7	5	80%	74%	+6	42	95%	85%	+10
2019 Cohort	4 Year	62	100%	86%	+14	10	100%	69%	+31	55	100%	82%	+18

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

HCZPAI uses assessment data from Illuminate to analyze and identify critical areas of academic deficiency in grades 6 through 8. The school identifies specific New York State Next Generation Learning Standards as a point of focus. Academic Intervention Services (AIS) are modified to include a pacing calendar that allows for each identified skill to be covered over a period of time. The AIS lessons for that time are skill-specific and supported by the CommonLit curriculum for all students.

HCZPAI also incorporates i-Ready Reading assessments to better understand the needs of students in reading. This data is analyzed by teachers so that their instruction can be scaffolded for those students falling significantly below grade-level expectations. Using i-Ready, students can access the content in their core classes regardless of their reading skills. Ninth-grade students are also assessed via i-Ready Math so that HCZPAI can determine any conceptual gaps that still exist. The data results inform teachers of the need to teach any pre-requisite skills to grade 9 concepts so that students can better grasp the content.

HCZPAI teachers make intervention plans based on the benchmarks informed by collected data, which is addressed during day classes and after-school and Saturday tutoring sessions. HCZPAI high school students are expected to think more abstractly as they enter high school, and the school identifies the gaps and prerequisite skills to pre-teach as needed. Small groups that target students' needs have been beneficial in lessening these deficits.

## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Harlem Children's Zone Promise Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	1,250	1,139	91%
2019-2020	1,250	1,156	92%
2020-2021	1,250	1,165	93%
2021-2022	1,250	1,161	93%
2022-2023	1,250	1,134	91%

## Recruitment

The school is within the target range for enrollment of SWDs and ELLs and exceeding the CSD for enrollment of ED students (see Table 8). The school has consistently exceeded the CSD for retention of students, both overall and for all subgroups (see Table 9 below). The school has a student admissions preference for siblings, students who attend a failing school, students who are at high risk of academic failure, students who do not speak English at home, low-income students including those living in the Saint Nicholas Housing Projects (where the building is located), students whose family receives SNAP or TANF benefits, and children of employees, and for students and families residing within NYC CSD 5.

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District
2018-2019	19%	26%	-7	5%	12%	-7	86%	82%	+4
2019-2020	18%	27%	-9	6%	12%	-6	88%	83%	+5
2020-2021	19%	28%	-9	8%	12%	-4	89%	83%	+6
2021-2022	20%	29%	-9	9%	12%	-3	91%	82%	+9
2022-2023	20%	29%	-9	9%	11%	-2	91%	82%	+9

**Table 9: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy CS	NYC CSD 5	Differential to District
2018-2019	92%	76%	+16	90%	74%	+16	96%	74%	+22	92%	75%	17
2019-2020	92%	76%	+16	88%	74%	+14	89%	73%	+16	92%	74%	+18
2020-2021	93%	81%	+12	93%	81%	+12	95%	76%	+19	93%	81%	+12
2021-2022	91%	76%	+15	89%	73%	+16	88%	75%	+13	90%	76%	+14
2022-2023	89%	75%	+14	86%	73%	+13	93%	70%	+23	89%	74%	+15

**Legal Compliance**

HCZPAI operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.



### **Essential Question 3: Is the school financially viable?**

#### **Financial Condition**

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school consistently met these targets during the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school was below target for total margin during the charter term. The NYCDOE has no concerns about the viability of the school.

#### **Financial Management**

The NYCDOE reviewed HCZPAI's audited financial statements from the 2019–2020, 2020–2021, 2021–2022, and 2022–2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on January 9, 2024, for the renewal. Forty-four people attended and seventeen spoke. Seventeen were in favor of the renewal. No one was opposed. No one submitted a written comment.

## Harlem Children’s Zone Promise Academy II Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Harlem Children’s Zone Promise Academy II Charter School (HCZPAII)
<b>Board Chair</b>	Geoffrey Canada
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 4 & 5 <sup>5</sup>
<b>Initial Commencement of Instruction</b>	Fall 2005
<b>Charter Term(s)</b>	Initial Charter: April 15, 2005 – April 14, 2010 First Renewal: April 15, 2010 – April 14, 2015 Second Renewal: April 15, 2015 – June 30, 2019 Third Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	Harlem Children’s Zone
<b>Facilities</b>	35 East 125 Street, New York, NY 10035 – Private Space 70 East 112 Street, New York, NY 10029 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• HCZPAII offers a K through post-graduate continuum with their College Success Office which offers continued services and opportunities such as housing, financial assistance, and academic counseling evident in HCZPAII’s graduation rate relative to NYC and NYS.</li> <li>• HCZPAII offers extended academic opportunities throughout their academic programming with foundational blocks in the early grades and extended mathematics blocks (90 minutes per day) at the high school level resulting in the opportunity for students to engage in both contents at the core instructional level and the differentiated level.</li> <li>• HCZPAII supports the whole child through supplemental programming such as Saturday Academy, Academic Hour, and Financial Literacy programming to ensure their students are situated for success in and beyond HCZPAII.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Data-driven instruction</li> <li>• Training and professional development</li> <li>• College readiness</li> <li>• Pipeline of services</li> <li>• Social and Emotional Learning (SEL)</li> <li>• Response to Intervention (RTI)</li> <li>• Recruitment</li> </ul>
<b>Recommended Material Revision</b>	<ul style="list-style-type: none"> <li>• Increase in student enrollment from 1,150 to 1,225</li> </ul>

<sup>5</sup> Thirty-nine percent of all students residing in NYC CSD 5 attend charter schools; twenty-nine percent of all students residing in CSD 4 attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,150	1,150	1,150	1,150	1,150

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,175	1,200	1,225	1,225	1,225

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term 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 strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Condition:**

For the reasons described below, this renewal recommendation has the following conditions:

1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for Students with Disabilities (SWDs) and ultimately meet the host community school district enrollment rates by the end of the charter term.

2. By June 30th of each year of the next charter term, the Board must submit a report to the authorizer detailing what special programming was added in the current school year and what programming will be added in the upcoming year, as well as a reflection on the school's progress towards increasing the enrollment rate of SWDs.

### **Revision:**

- This recommendation comes with a material revision to increase enrollment over the course of the charter term to 1,225 in conjunction with a move to a larger building where they can serve more students. The school's strong academic record and identified need to serve additional students with disabilities is the rationale for this recommended material revision.

### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Summary of Evidence for Renewal**

The school's proficiency rates on State assessments for both ELA and math have exceeded the district of location and the State in every year of the current charter term overall, for students with disabilities (SWDs), English language learners (ELLs), and for economically disadvantaged (ED) students.

HCZPAII has exceeded NYS in 4-year cohort Regents testing outcomes overall and in all subgroups throughout the charter term, with the one exception of the 2018 cohort in Global History for SWDs. HCZPAII has exceeded NYS in the outcomes for 4-year cohort graduation rates overall and in all subgroups for all years of the charter term.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance Outcomes**

See Table 4 below regarding NYSTP 3-8 Assessments in math and ELA results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year. See Tables 5 and 6 below regarding Regents testing and graduation outcomes.

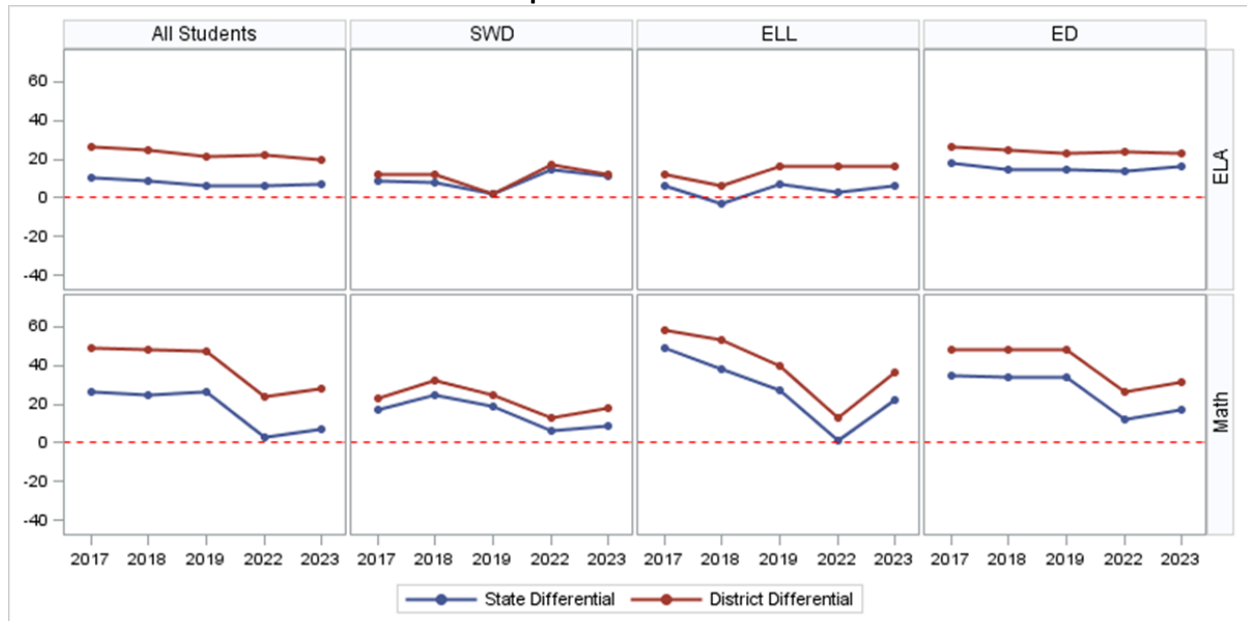
**Academic Program:** HCZPAII incorporates co-teaching to provide support in small groups for students. The school has a workshop model to implement the curriculum, which includes mini-lessons with a teacher and think-aloud and explicit modeling, as well as opportunities for student practice and teacher feedback. Relevant content and text vocabulary are infused into each lesson.

Throughout the charter term, the school has focused on bridging the gap caused by remote learning. Based on data collected on student reading levels (using Fountas and Pinnell), the school made shifts to the curriculum for 2022-2023. Foundational skills for reading continue to be a focus in K to grade 2 using the HMH Into Reading and FUNdations curriculum. Assessment data reveals that in ELA and math, the focus needs to be on problem-solving and real-world application of knowledge.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** HCZPAII understands that all students have different instructional needs, and it is the school's responsibility to find

ways to identify and address those needs. The school collects and analyzes data both in and out of the classroom, looking at both quantitative and qualitative data as it pertains to academics and social development. HCZPAII offers ICT in kindergarten. HCZPAI supports their ELL scholars through multiple modalities such as oral, visual, and writing.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 5**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Harlem Children's Zone Promise Academy II CS	NYC CSD 5	District Differential	NYS	NYS Differential	Harlem Children's Zone Promise Academy II CS	NYC CSD 5	District Differential	NYS	NYS Differential
All Students	2016-2017	50%	24%	+26	40%	+10	66%	17%	+49	40%	+26
	2017-2018	54%	29%	+25	45%	+9	70%	22%	+48	45%	+25
	2018-2019	52%	31%	+21	46%	+6	73%	26%	+47	47%	+26
	2021-2022	53%	31%	+22	47%	+6	42%	18%	+24	39%	+3
	2022-2023	55%	35%	+20	48%	+7	58%	30%	+28	51%	+7
SWD	2016-2017	20%	8%	+12	11%	+9	31%	8%	+23	14%	+17
	2017-2018	25%	13%	+12	17%	+8	43%	11%	+32	18%	+25
	2018-2019	17%	15%	+2	15%	2	37%	12%	+25	18%	+19
	2021-2022	31%	14%	+17	16%	+15	20%	7%	13	14%	+6
	2022-2023	30%	18%	+12	19%	+11	32%	14%	+18	23%	+9
ELL	2016-2017	17%	5%	+12	11%	+6	67%	9%	+58	18%	+49
	2017-2018	22%	16%	+6	25%	-3	67%	14%	+53	29%	+38
	2018-2019	32%	16%	+16	25%	+7	59%	19%	+40	32%	+27
	2021-2022	32%	16%	+16	29%	+3	26%	13%	+13	25%	1
	2022-2023	35%	19%	+16	29%	+6	56%	20%	+36	34%	22
ED	2016-2017	48%	22%	+26	30%	+18	64%	16%	+48	29%	+35
	2017-2018	51%	26%	+25	36%	+15	68%	20%	+48	34%	+34
	2018-2019	51%	28%	+23	36%	+15	71%	23%	+48	37%	+34
	2021-2022	51%	27%	+24	37%	+14	40%	14%	+26	28%	+12
	2022-2023	54%	31%	+23	38%	+16	57%	26%	+31	40%	+17

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ED			
		Charter Total Cohort	Harlem Children's Zone Promise Academy IICS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy IICS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy IICS	NYS	Differential to NYS
ELA	2015	61	98%	84%	+14	.	.	.	.	42	98%	79%	+19
	2016	53	96%	88%	+8	8	75%	66%	+9	46	98%	84%	+14
	2017	50	100%	89%	+11	11	100%	69%	+31	43	100%	86%	+14
	2018	43	93%	87%	+6	7	86%	71%	+15	37	92%	83%	+9
	2019	50	100%	81%	+19	.	.	.	.	43	100%	75%	+25
Global History	2015	61	100%	78%	+22	.	.	.	.	42	100%	70%	+30
	2016	53	94%	84%	+10	8	75%	60%	+15	46	96%	80%	+16
	2017	50	94%	87%	+7	11	91%	66%	+25	43	95%	84%	+11
	2018	43	93%	86%	+7	7	57%	72%	-15	37	92%	83%	+9
	2019	50	92%	82%	+10	.	.	.	.	43	91%	79%	+12
Math	2015	61	100%	84%	+16	.	.	.	.	42	100%	78%	+22
	2016	53	100%	88%	+12	8	100%	64%	+36	46	100%	85%	+15
	2017	50	100%	90%	+10	11	100%	69%	+31	43	100%	88%	+12
	2018	43	100%	91%	+9	7	100%	76%	+24	37	100%	89%	+11
	2019	50	100%	90%	+10	.	.	.	.	43	100%	87%	+13
Science	2015	61	98%	83%	+15	.	.	.	.	42	98%	76%	+22
	2016	53	96%	87%	+9	8	88%	64%	+24	46	98%	83%	+15
	2017	50	100%	90%	+10	11	100%	70%	+30	43	100%	87%	+13
	2018	43	100%	91%	+9	7	100%	77%	+23	37	100%	88%	+12
	2019	50	96%	90%	+6	.	.	.	.	43	98%	88%	+10
US History	2015	61	100%	79%	+21	.	.	.	.	42	100%	71%	+29
	2016	53	94%	84%	+10	8	75%	61%	+14	46	96%	79%	+17
	2017	50	100%	85%	+15	11	100%	66%	+34	43	100%	81%	+19
	2018	43	98%	84%	+14	7	100%	69%	+31	37	97%	80%	+17
	2019	50	98%	80%	+18	.	.	.	.	43	98%	76%	+22

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ED			
		Charter Total Cohort	Harlem Children's Zone Promise Academy II CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy II CS	NYS	Differential to NYS	Charter Total Cohort	Harlem Children's Zone Promise Academy II CS	NYS	Differential to NYS
2015 Cohort	4 Year	61	98%	83%	+15	.	.	.	.	42	98%	77%	+21
	5 Year	61	98%	87%	+11	.	.	.	.	42	98%	82%	+16
	6 Year	61	98%	88%	+10	.	.	.	.	42	98%	84%	+14
2016 Cohort	4 Year	53	92%	85%	+7	8	75%	63%	+12	46	93%	80%	+13
	5 Year	52	94%	88%	+6	8	75%	69%	+6	45	96%	83%	+13
	6 Year	52	94%	89%	+5	8	75%	72%	+3	45	96%	85%	+11
2017 Cohort	4 Year	50	100%	86%	+14	11	100%	65%	+35	43	100%	81%	+19
	5 Year	50	100%	89%	+11	11	100%	72%	+28	43	100%	85%	+15
	6 Year	50	100%	90%	+10	11	100%	73%	+27	43	100%	86%	+14
2018 Cohort	4 Year	43	98%	87%	+11	7	86%	69%	+17	37	97%	82%	+15
	5 Year	43	98%	89%	+9	7	86%	74%	+12	37	97%	85%	+12
2019 Cohort	4 Year	50	100%	86%	+14	.	.	.	.	43	100%	82%	+18

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

HCZPAII uses assessment data from Illuminate to analyze and identify critical areas of academic deficiency in grades 6 through 8. The school identifies specific New York State Next Generation Learning Standards as a point of focus. Academic Intervention Services (AIS) are modified to include a pacing calendar that allows for each identified skill to be covered over a period of time. The AIS lessons for that time are skill-specific and supported by the CommonLit curriculum for all students.

HCZPAII also incorporates i-Ready Reading assessments to better understand the needs of students in reading. This data is analyzed by teachers so that their instruction can be scaffolded for those students falling significantly below grade-level expectations. Using the i-Ready, students can access the content in their core classes regardless of their reading skills. Ninth-grade students are also assessed via i-Ready Math so that HCZPAII can determine any conceptual gaps that still exist. The data results informed teachers of the need to teach any pre-requisite skills to grade 9 concepts so that students can better grasp the content.

HCZPAII teachers make intervention plans based on the benchmarks informed by collected data, which is addressed during day classes and after-school and Saturday tutoring sessions. HCZPAII high school students are expected to think more abstractly as they enter high school, and the school identifies the gaps and prerequisite skills to pre-teach as needed. Small groups that target students' needs have been beneficial in lessening these deficits.



## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Harlem Children's Zone Promise Academy IICS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	1,250	1,037	83%
2019-2020	1,150	1,033	90%
2020-2021	1,150	1,065	93%
2021-2022	1,150	1,055	92%
2022-2023	1,150	1,015	88%

The school has exceeded the CSD in enrollment of ED students and is within the target range for enrollment of ELLs throughout the charter term. The school has been below the target range, at 10 percentage points below the CSD, for enrollment of SWDs for the last three years of the charter term. As a result, this recommendation comes with a condition on enrolling SWDs (see Table 8).

The school has consistently exceeded the CSD for retention of students, overall, and for all subgroups (see Table 9 below).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Harlem Children's Zone Promise Academy IICS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy IICS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy IICS	NYC CSD 5	Differential to District
2018-2019	18%	26%	<b>-8</b>	5%	12%	<b>-7</b>	83%	82%	<b>+1</b>
2019-2020	20%	27%	<b>-7</b>	7%	12%	<b>-5</b>	89%	83%	<b>+6</b>
2020-2021	18%	28%	<b>-10</b>	8%	12%	<b>-4</b>	94%	83%	<b>+11</b>
2021-2022	19%	29%	<b>-10</b>	8%	12%	<b>-4</b>	90%	82%	<b>+8</b>
2022-2023	19%	29%	<b>-10</b>	9%	11%	<b>-2</b>	92%	82%	<b>+10</b>

**Table 9: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Harlem Children's Zone Promise Academy II CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy II CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy II CS	NYC CSD 5	Differential to District	Harlem Children's Zone Promise Academy II CS	NYC CSD 5	Differential to District
2018-2019	90%	76%	<b>+14</b>	91%	74%	<b>+17</b>	92%	74%	<b>+18</b>	90%	75%	<b>+15</b>
2019-2020	86%	76%	<b>+10</b>	82%	74%	<b>+8</b>	90%	73%	<b>+17</b>	86%	74%	<b>+12</b>
2020-2021	90%	81%	<b>+9</b>	84%	81%	<b>+3</b>	91%	76%	<b>+15</b>	90%	81%	<b>+9</b>
2021-2022	91%	76%	<b>+15</b>	93%	73%	<b>+20</b>	94%	75%	<b>+19</b>	91%	76%	<b>+15</b>
2022-2023	86%	75%	<b>+11</b>	84%	73%	<b>+11</b>	89%	70%	<b>+19</b>	87%	74%	<b>+13</b>

**Legal Compliance**

HCZPAII operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

### **Essential Question 3: Is the school financially viable?**

#### **Financial Condition**

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements and through its partnership with its CMO.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school did not meet these short-term metrics in the most recent year of financial data. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school did not meet the total margin benchmark in the last three years of available financial data. However, due to the partnership HCZPAII has with its CMO, the NYCDOE has no concerns about the school's financial viability.

#### **Financial Management**

The NYCDOE reviewed HCZPAII's audited financial statements from the 2019–2020, 2020–2021, 2021–2022, and 2022–2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

#### **Summary of Public Comment**

The New York City Department of Education held two required hearings for the school. The first, on January 9, 2024 was for the renewal. A second hearing was held on March 6, 2024, for the renewal and revision. At the January 9 hearing, forty-four people attended and fourteen spoke. All fourteen were in favor of the renewal. No one was opposed. At the March 6 hearing, eight people attended and two spoke. Two were in favor of the renewal and revision. No one was opposed. No one submitted a written comment.

## The Renaissance Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	The Renaissance Charter School (TRCS)
<b>Board Chair</b>	Monte Joffee
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 30 <sup>6</sup>
<b>Initial Commencement of Instruction</b>	Fall 2000
<b>Charter Term(s)</b>	Initial Charter Term: September 1, 2000 – August 31, 2005 First Renewal: September 1, 2005 – August 31, 2010 Second Renewal: September 1, 2010 – May 17, 2015 Third Renewal: May 18, 2015 – June 30, 2019 Fourth Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	35-59 81 Street, Queens, NY 11372 – Public Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• One of TRCS’s key design elements is the Targeted Reading Intervention Program (“TRIP”), which has been expanded over the charter term and is largely responsible for growth in ELA proficiency. TRIP provides targeted reading support based on each student’s reading level and needs as determined by the analysis of Fountas and Pinnell (F&amp;P) and other benchmark assessment scores.</li> <li>• TRCS implemented Targeted Math Intervention in 2022 to address the needs of underperforming students. This intervention is similar to TRIP in using interim assessment data to identify students who need additional support.</li> <li>• During this charter term, TRCS continued its District 75 partnership using a mainstreaming model, which allows groups of students who have a District 75 setting on their Individualized Education Plan (IEP) to attend specific classes at TRCS. TRCS is the only charter school in New York City with a District 75 inclusion program.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• College and career readiness</li> <li>• Whole child learning (social-emotional wellness)</li> <li>• Targeted reading intervention program (“TRIP”)</li> <li>• Experiential learning</li> <li>• Teacher leadership</li> <li>• Parents as partners (engaged parents)</li> <li>• Differentiated and targeted instruction</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• Increase in student enrollment from 604 to 660.</li> </ul>

<sup>6</sup> Nine percent of all students residing in this district attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	604	604	604	604	604

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	660	660	660	660	660

**Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term 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 strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Revision:**

- As part of the school’s prior charter agreement, the NYCDOE permitted schools to enroll up to 10 percentage points above their authorized enrollment without the need for a material revision. The NYCDOE is removing the 10% buffer, and as the school enrolled students up to the buffer, the NYCDOE is codifying 660 as the new authorized enrollment. This does not represent additional students to be served by the school as they were already serving them under their prior charter agreement with the buffer.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on State assessments for ELA have exceeded the CSD in every year of the current charter term overall, for students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students. In math, the school grew over the course of the charter term to ultimately exceed the CSD in the most recent year of testing overall and for all subgroups.

The school’s 4-year cohort Regents testing outcomes have fluctuated over the course of the charter term overall and for all subgroups. In the most recent year of test data available, the school’s performance exceeded NYS overall and in all subgroups for ELA and math. The school’s outcomes in Global History, Science, and US History did not exceed NYS performance in part due to incomplete waiver submission. TRCS has exceeded the 4-year cohort graduation rates of NYS overall and for all subgroups in every year of the charter term.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance Outcomes**

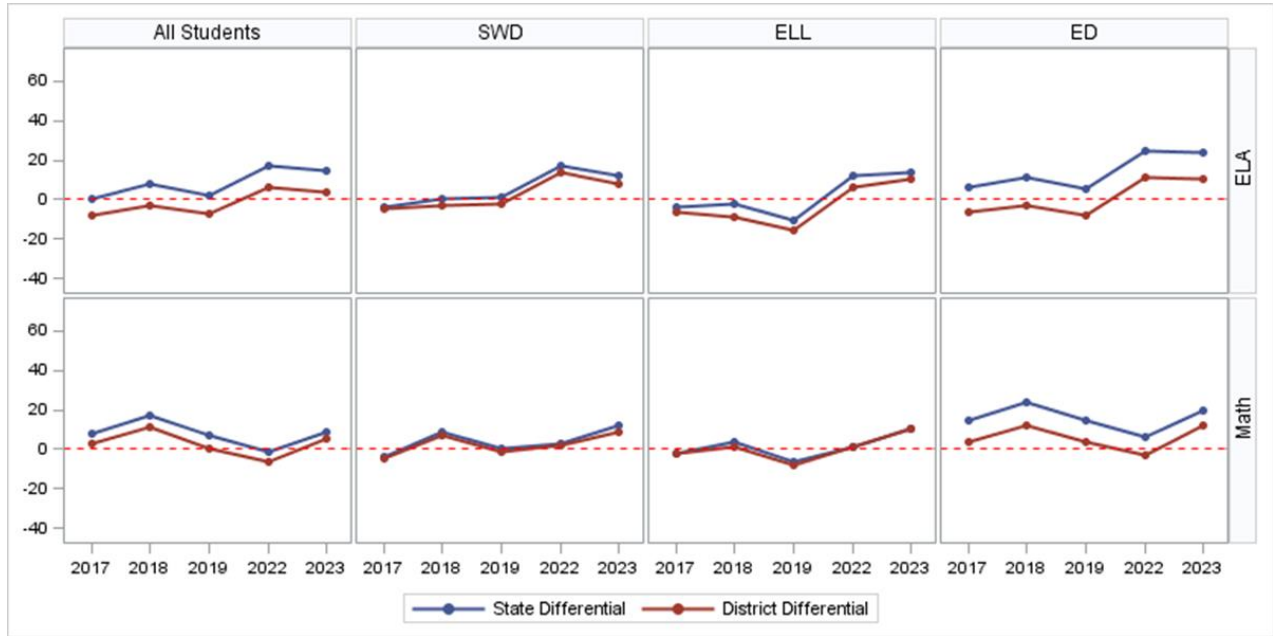
See Table 4 below for grades 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year. See Tables 5 and 6 below regarding Regents testing and graduation outcomes.

**Academic Program:** A core principle of TRCS is that it meets incoming students “where they are” upon entrance at kindergarten, grade 5, grade 8, and other grades. The academic program is student-centered and offers students Advanced Placement courses and languages other than English (LOTE) instruction, including Spanish and Mandarin. The Targeted Reading Intervention Program (TRIP) includes individualized support for students to hone specific skills as identified through assessment scores. TRIP uses Lexia 5 for students in grades 6 through 8. TRIP also engages students in showcasing the books they’ve read through interviews and student-made videos. Beginning in 2023-2024, the school piloted HMH Into Reading as part of its elementary ELA curriculum, starting with kindergarten and grade 5 during the 2023-24 school year. The decision to adopt HMH is teacher-driven and resulted from a review and recommendation process facilitated by an experienced TRCS teacher who was part of the school’s Leadership Program. For math instruction, the school implements the Eureka Math curriculum for its elementary school. TRCS also includes grade-level Engage NY modules, Lavinia Math, Achievement Network (ANet), and story-telling math as a math instructional strategy. TRCS looks to have the students do the ‘heavy lifting’ and allow students to struggle productively. Math teachers break down problems into steps and allow students to explain how they solve problems. The school’s Learning Center provides at-risk students individualized instruction and tutoring is available for students after school.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** TRCS implemented Targeted Math Intervention services to under-performing students, including students with disabilities and ELLs. These students can also take part in TRIP. Internal interim assessment data are used

to identify student needs to provide targeted interventions. Nearly 100 students in 2022 needed additional math support and received between 100 and 440 additional minutes of instruction in the fall.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 30**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Renaissance CS	NYC CSD 30	District Differential	NYS	NYS Differential	Renaissance CS	NYC CSD 30	District Differential	NYS	NYS Differential
All Students	2016-2017	40%	48%	-8	40%	0	48%	45%	+3	40%	+8
	2017-2018	53%	56%	-3	45%	+8	62%	51%	+11	45%	+17
	2018-2019	48%	55%	-7	46%	+2	54%	54%	0	47%	+7
	2021-2022	64%	58%	+6	47%	+17	38%	44%	-6	39%	-1
	2022-2023	63%	59%	+4	48%	+15	60%	55%	+5	51%	+9
SWD	2016-2017	7%	12%	-5	11%	-4	8%	13%	-5	12%	-4
	2017-2018	17%	20%	-3	17%	0	27%	20%	+7	18%	+9
	2018-2019	16%	18%	-2	15%	1	18%	19%	-1	18%	0
	2021-2022	33%	19%	+14	16%	+17	17%	15%	2	14%	+3
	2022-2023	31%	23%	+8	19%	+12	35%	26%	+9	23%	+12
ELL	2016-2017	8%	14%	-6	12%	-4	17%	19%	-2	19%	-2
	2017-2018	23%	32%	-9	25%	-2	33%	32%	+1	29%	+4
	2018-2019	14%	30%	-16	25%	-11	25%	33%	-8	31%	-6
	2021-2022	41%	35%	+6	29%	+12	26%	25%	+1	25%	1
	2022-2023	43%	33%	+10	29%	+14	44%	34%	+10	34%	10
ED	2016-2017	36%	42%	-6	30%	+6	44%	40%	+4	29%	+15
	2017-2018	47%	50%	-3	36%	+11	58%	46%	+12	34%	+24
	2018-2019	41%	49%	-8	36%	+5	52%	48%	+4	37%	+15
	2021-2022	62%	51%	+11	37%	+25	34%	37%	-3	28%	+6
	2022-2023	62%	52%	+10	38%	+24	60%	48%	+12	40%	+20



**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS
ELA	2015	53	92%	84%	+8	10	70%	55%	+15	.	.	.	.	29	93%	79%	+14
	2016	50	96%	88%	+8	6	83%	66%	+17	.	.	.	.	25	96%	84%	+12
	2017	53	83%	89%	-6	8	75%	69%	+6	.	.	.	.	41	85%	86%	-1
	2018	57	19%	87%	-68	5	20%	71%	-51	5	40%	68%	-28	45	16%	83%	-67
	2019	55	95%	81%	+14	9	89%	56%	+33	.	.	.	.	42	93%	75%	+18
Global History	2015	53	91%	78%	+13	10	80%	43%	+37	.	.	.	.	29	90%	70%	+20
	2016	50	94%	84%	+10	6	67%	60%	+7	.	.	.	.	25	96%	80%	+16
	2017	53	89%	87%	+2	8	50%	66%	-16	.	.	.	.	41	90%	84%	+6
	2018	57	82%	86%	-4	5	60%	72%	-12	5	80%	68%	+12	45	80%	83%	-3
	2019	55	13%	82%	-69	9	11%	68%	-57	.	.	.	.	42	14%	79%	-65
Math	2015	53	89%	84%	+5	10	40%	51%	-11	.	.	.	.	29	90%	78%	+12
	2016	50	94%	88%	+6	6	50%	64%	-14	.	.	.	.	25	92%	85%	+7
	2017	53	94%	90%	+4	8	75%	69%	+6	.	.	.	.	41	95%	88%	+7
	2018	57	100%	91%	+9	5	100%	76%	+24	5	100%	78%	+22	45	100%	89%	+11
	2019	55	95%	90%	+5	9	78%	74%	+4	.	.	.	.	42	93%	87%	+6
Science	2015	53	89%	83%	+6	10	60%	51%	+9	.	.	.	.	29	90%	76%	+14
	2016	50	96%	87%	+9	6	67%	64%	+3	.	.	.	.	25	96%	83%	+13
	2017	53	96%	90%	+6	8	88%	70%	+18	.	.	.	.	41	95%	87%	+8
	2018	57	100%	91%	+9	5	100%	77%	+23	5	100%	73%	+27	45	100%	88%	+12
	2019	55	71%	90%	-19	9	33%	77%	-44	.	.	.	.	42	64%	88%	-24
US History	2015	53	96%	79%	+17	10	90%	48%	+42	.	.	.	.	29	93%	71%	+22
	2016	50	92%	84%	+8	6	67%	61%	+6	.	.	.	.	25	100%	79%	+21
	2017	53	89%	85%	+4	8	88%	66%	+22	.	.	.	.	41	88%	81%	+7
	2018	57	11%	84%	-73	5	0%	69%	-69	5	20%	67%	-47	45	7%	80%	-73
	2019	55	13%	80%	-67	9	0%	64%	-64	.	.	.	.	42	12%	76%	-64

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS	Charter Total Cohort	Renaissance CS	NYS	Differential to NYS
2015 Cohort	4 Year	53	98%	83%	+15	10	100%	62%	+38	.	.	.	.	29	97%	77%	+20
	5 Year	54	96%	87%	+9	11	91%	67%	+24	.	.	.	.	29	97%	82%	+15
	6 Year	54	96%	88%	+8	11	91%	70%	+21	.	.	.	.	29	97%	84%	+13
2016 Cohort	4 Year	50	90%	85%	+5	6	100%	63%	+37	.	.	.	.	25	92%	80%	+12
	5 Year	48	96%	88%	+8	6	100%	69%	+31	.	.	.	.	22	95%	83%	+12
	6 Year	48	98%	89%	+9	6	100%	72%	+28	.	.	.	.	21	100%	85%	+15
2017 Cohort	4 Year	53	87%	86%	+1	8	75%	65%	+10	.	.	.	.	41	85%	81%	+4
	5 Year	52	94%	89%	+5	8	88%	72%	+16	.	.	.	.	38	95%	85%	+10
	6 Year	52	96%	90%	+6	8	88%	73%	+15	.	.	.	.	38	97%	86%	+11
2018 Cohort	4 Year	57	95%	87%	+8	5	100%	69%	+31	5	100%	70%	+30	45	96%	82%	+14
	5 Year	57	96%	89%	+7	5	100%	74%	+26	.	.	.	.	43	98%	85%	+13
2019 Cohort	4 Year	55	95%	86%	+9	9	89%	69%	+20	.	.	.	.	42	93%	82%	+11

## Essential Question 2: Is the school effective and well-run?

### Use of Data/Ability to Monitor Progress

Throughout the current charter term, TRCS has improved its analysis and use of student data and expanded its programs and services for at-risk students, which has resulted in academic achievement and growth in ELA and math for students overall and for student sub-groups. TRCS uses Fountas and Pinnell (F&P) data to benchmark elementary and middle school students' progress in grade reading levels. TRCS reviewed and modified its overall math program to address gaps identified through analysis of state and internal assessment data. TRCS' review of its math program included an item analysis of state assessment results and a detailed examination of ANet and NWEA benchmark assessment data to determine specific standards where students struggled to master content along with other areas of challenge. In 2023-2024, TRCS will have one ICT classroom in grades 5 through 8 and 11 and 12, and two classrooms in grades 9 and 10.

### Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below). Under the terms of its current charter agreement, the school is approved to serve 10% above the current authorized enrollment of 604. As that buffer will no longer be in place, we are recommending a material revision to increase the authorized enrollment in a new charter term to 660.

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Renaissance CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	558	558	100%
2019-2020	604	591	98%
2020-2021	604	655	108%
2021-2022	604	655	108%
2022-2023	604	655	108%

The school has seen an increase in enrollment of ELLs during the charter term, and in the most recent year of data, the school is within the target range for enrollment of ELLs. The school is currently meeting or exceeding the enrollment of SWDs and ED students (see Table 8 below). The school is exceeding the CSD for retention of students, both overall and in all subgroups (see Table 9 below). The school has a student admissions preference for siblings, children of employees of the charter school, and students and families residing within NYC CSD 30.

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Renaissance CS	NYC CSD 30	Differential to District	Renaissance CS	NYC CSD 30	Differential to District	Renaissance CS	NYC CSD 30	Differential to District
2018-2019	19%	16%	+3	13%	26%	-13	67%	72%	-5
2019-2020	17%	16%	+1	15%	26%	-11	72%	72%	+0
2020-2021	16%	17%	-1	5%	27%	-22	79%	74%	+5
2021-2022	16%	17%	-1	22%	29%	-7	75%	72%	+3
2022-2023	17%	17%	+0	23%	30%	-7	78%	72%	+6

**Table 9: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Renaissance CS	NYC CSD 30	Differential to District	Renaissance CS	NYC CSD 30	Differential to District	Renaissance CS	NYC CSD 30	Differential to District	Renaissance CS	NYC CSD 30	Differential to District
2018-2019	89%	85%	+4	85%	85%	0	90%	85%	+5	91%	85%	6
2019-2020	89%	84%	+5	91%	84%	+7	94%	85%	+9	90%	84%	+6
2020-2021	93%	85%	+8	93%	86%	+7	94%	85%	+9	93%	85%	+8
2021-2022	88%	80%	+8	85%	80%	+5	91%	83%	+8	90%	81%	+9
2022-2023	90%	83%	+7	90%	85%	+5	94%	82%	+12	92%	82%	+10

### Legal Compliance

TRCS operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

### Essential Question 3: Is the school financially viable?

#### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are

measures of liquidity and of the charter school’s capacity to maintain operations. During the course of the charter term during the COVID-19 pandemic the school occasionally did not meet these target indicators; however, in the most recent year of financial data available, the school was meeting all indicators. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; the school was meeting the targets of all long-term indicators.

### **Financial Management**

The NYCDOE reviewed TRCS’s audited financial statements from the 2019–2020, 2020–2021, 2021–2022, and 2022-2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on January 11, 2024, for the renewal and revision. One hundred and four people attended the hearing, and thirty-five spoke. All thirty-five people were in favor of the renewal. No one was opposed. Nineteen people submitted comments in favor of the renewal and revision.

## Challenge Preparatory Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Challenge Preparatory Charter School (CPCS)
<b>Board Chair</b>	Frederica Jeffries
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 27 <sup>7</sup>
<b>Initial Commencement of Instruction</b>	Fall 2010
<b>Charter Term(s)</b>	Initial Charter: February 9, 2010 – February 8, 2015 First Renewal: February 9, 2015 – June 30, 2019 Second Renewal: July 1, 2019 – June 30, 2024
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	710 Hartman Lane, Queens, NY 11691 – Private Space 1520 Central Avenue, Queens, NY 11691 – Private Space 1526 Central Avenue, Queens, NY 11691 – Private Space 12-79 Redfern Avenue, Queens, NY 11691 – Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>● CPCS’s focus is on data-driven differentiated instruction, particularly in elementary school, to ensure the whole child is growing both academically and in social-emotional development.</li> <li>● In middle school and high school, CPCS uses a gradual release learning model in core content areas.</li> <li>● In high school, CPCS has launched two CTE programs for students, one in Allied Health and another in Culinary Arts with the goal of the school becoming state-certified in CTE programming.</li> </ul>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Supporting the Urban Learner</li> <li>● Powerful use of ongoing assessments</li> <li>● Response to Intervention</li> <li>● Rigorous standards-based curriculum supported by more time for instruction and enrichment</li> <li>● College and Career Readiness</li> <li>● Professional Learning and Collaborative Planning</li> <li>● Parents as Partners</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>

<sup>7</sup> Nine percent of all students residing in this district attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K – Grade 9	K – Grade 10	K – Grade 11	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	912	1032	1152	1,172	1,296

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,296	1,296	1,296	1,296	1,296

**Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons:

- During the current charter term, the school has compiled a compelling record of strong student and community engagement and a partial record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because 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), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Condition:**

The renewal recommendation has the following conditions for reasons described later in this item:

- By June 30 of each year of the charter term, the school will provide the New York City Department of Education Charter Schools Office with data and reflection on the math performance of the school’s students K-12, overall, and for all subgroups.
- The school will demonstrate progress in each year of the charter term toward meeting or exceeding, and by the end of the charter term will meet or exceed:

- the grade 3-8 math performance of the community school district of location, overall and in all subgroups; and
- the Regents math performance of New York City, overall and in all subgroups.

**Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2022-2023): Annual Comprehensive Review (ACR) visit
  - Year 5 (2023-2024): Renewal Visit
- The school received a Notice of Deficiency in 2022 related to the improper expulsion of a student and deficiencies in its discipline policy. The school has worked diligently to correct these deficiencies during the course of the charter term.

**Summary of Evidence for Renewal**

The school has not met the CSD outcomes for ELA or math performance in most years of the charter term, overall, for students with disabilities (SWDs), or for economically disadvantaged (ED) students. The exception was English language learners (ELLs) whose outcomes matched the CSD in 2021-2022 and 2022-2023. However, the school has shown growth over the charter term, particularly in math. For instance, the school increased from 24% to 37% overall in math performance and from 4% to 27% for the performance of ELLs during the charter term.

**Essential Question 1: Is the school an academic success?**

**Student Performance – Elementary/Middle School Outcomes**

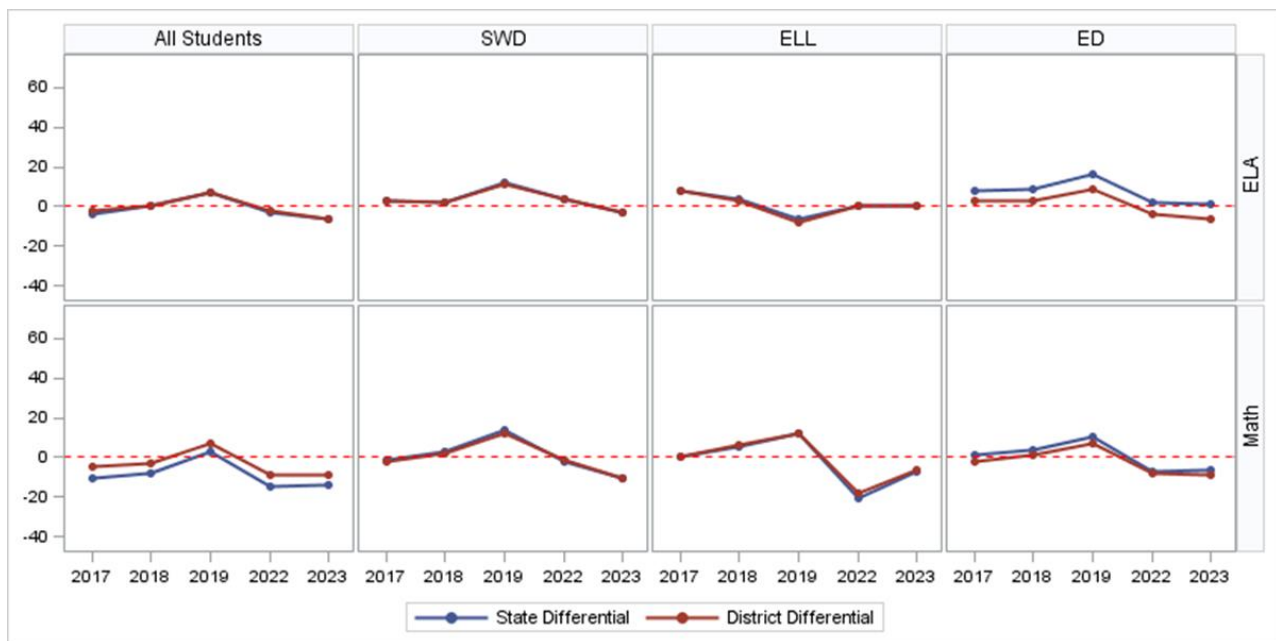
See Table 4 below regarding NYSTP 3-8 Assessments in math and ELA results in the aggregate and for subgroups compared to the district of location and the State through the 2022-2023 school year. As the school is serving 12<sup>th</sup> grade for the first time in the 2023-2024 school year, 4-year cohort data is not yet available.

**Academic Program:** CPCS’s elementary grades program emphasizes data-driven instruction, with extensive use of internal assessments, including i-Ready and Fountas and Pinnell (F&P) Reading Level Assessments, to identify and address individual scholar needs. To increase scholar proficiency in reading comprehension, CPCS decided to move away from commercial curricula and create its units of study. CPCS Units of Study for grades K-5 were created as a guideline for teachers implementing the Reader’s and Writer’s Workshop within their classrooms. The school has also taken several actions to improve its mathematics during the charter term. This includes weekly math challenges to increase the stamina and mastery of scholars, using physical manipulatives during math instruction, discussing mathematical concepts, and thinking divergently about ways to solve problems. Scholars in CPCS’s middle school who had significant losses in math during the pandemic had an adaptive math class and a math-intensive in 2022-2023 for remediation. For scholars in grades 6 through 12, a station rotation approach is used for small-group instruction. Scholars are grouped based on data on their performance and switch to different timed activities throughout the class sessions. To improve performance in math for high school scholars, CPCS is implementing double periods twice a week to ensure that there is an opportunity to provide consistency and early intervention if needed. In 2023-2024, CPCS is also launching a Lavinia Learning Acceleration cohort for tutoring in math three times per week.

**Academic Program for Students with Disabilities and English Language Learners (ELL):** CPCS uses small group instruction at all grade levels. A key feature of Response to Intervention (RTI) has been teachers using research-based curricula such as guided reading and Leveled Literacy Intervention (LLI) to boost scholar literacy. At the K to grade 5 levels, scholars who have a proficiency rating between 2.5 and 3.1, receive extra i-Ready lessons. In grades 6 through 12, a station rotation model is used for small-group instruction as part of the RTI process. Instruction is differentiated in every classroom. In 2023-2024, the school has two ICT sections in K through grade 3; three ICT classrooms in grade 4; and two ICT classrooms in grade 5.

For English Language Learners, services are provided through push-ins during ELA, science, social studies, and any other core subjects deemed necessary in grades 6-12. During push-ins, the ENL provider translates verbally and in writing depending on the specific needs of each scholar and the requirements established by the Department of Education (DOE). CPCS differentiates instruction for ELL scholars by providing visual aids and modified work that matches the rigor within the curriculum guidelines and standards. ELL providers engage in one-on-one sessions that prescriptively teach targeted English language acquisition challenges, fostering and enhancing self-esteem and confidence in speaking the English language.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 27**





**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Challenge Preparatory CS	NYC CSD 27	District Differential	NYS	NYS Differential	Challenge Preparatory CS	NYC CSD 27	District Differential	NYS	NYS Differential
All Students	2016-2017	35%	37%	-2	39%	-4	32%	37%	-5	43%	-11
	2017-2018	45%	45%	0	45%	0	37%	40%	-3	45%	-8
	2018-2019	53%	46%	+7	46%	+7	50%	43%	+7	47%	+3
	2021-2022	44%	46%	-2	47%	-3	24%	33%	-9	39%	-15
	2022-2023	42%	48%	-6	48%	-6	37%	46%	-9	51%	-14
SWD	2016-2017	14%	11%	+3	11%	+3	14%	16%	-2	15%	-1
	2017-2018	19%	17%	+2	17%	+2	21%	19%	+2	18%	+3
	2018-2019	27%	16%	+11	15%	12	32%	20%	+12	18%	+14
	2021-2022	20%	16%	+4	16%	+4	12%	13%	-1	14%	-2
	2022-2023	16%	19%	-3	19%	-3	12%	23%	-11	23%	-11
ELL	2016-2017	21%	13%	+8	13%	+8	21%	21%	0	21%	0
	2017-2018	29%	26%	+3	25%	+4	35%	29%	+6	30%	+5
	2018-2019	19%	27%	-8	25%	-6	43%	31%	+12	31%	+12
	2021-2022	29%	29%	0	29%	0	4%	22%	-18	25%	-21
	2022-2023	29%	29%	0	29%	0	27%	33%	-6	34%	-7
ED	2016-2017	36%	33%	+3	28%	+8	32%	34%	-2	31%	+1
	2017-2018	45%	42%	+3	36%	+9	38%	37%	+1	34%	+4
	2018-2019	52%	43%	+9	36%	+16	47%	40%	+7	37%	+10
	2021-2022	39%	43%	-4	37%	+2	21%	29%	-8	28%	-7
	2022-2023	39%	45%	-6	38%	+1	34%	43%	-9	40%	-6

**Essential Question 2: Is the school effective and well-run?**

**Use of Data/Ability to Monitor Progress**

During the current charter term, CPCS continued to use i-Ready for assessing the performance of grades K through grade 8 scholars. The use of i-Ready designs an individualized plan for instruction based on each scholar’s performance and the assessment is taken at the beginning, middle, and end of the year. Teachers have the flexibility to add lessons or adjust the lesson sequence based on their knowledge of scholars. The school also uses Fountas and Pinnell exams, scholar portfolio data, Read 180 and RTI progress reports, and data from teacher-developed assessments. These assessment tools along with New York State ELA and Math assessment data are used to make grouping decisions to support differentiated instruction and to identify appropriate academic strategies and interventions for each scholar. CPCS also uses technology such as Reading A-Z, Raz-Plus/ELL, Writing A-Z, Lavinia Humanities Insights, Lavinia Close Reading, Lavinia Story Problems, Sound Reading, Read180, and Delta Math to support scholar learning.

## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below). Note that with permission of the NYCDOE, the school implemented its expansion to ninth grade with a one-year delay. As a result, the NYCDOE considers the school compliant with enrollment for all years of the charter term.

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Challenge Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	792	791	100%
2019-2020	912	805	88%
2020-2021	1,032	907	88%
2021-2022	1,152	938	81%
2022-2023	1,272	1,131	89%

The school is within the target range for enrollment of SWDs and ED students. The school is showing enrollment of ELLs below the target range because of a SIRS reporting gap that the school is working to address (see Table 6 below). The school has a student admissions preference for siblings, students who do not speak English at home, children of employees of the charter school, and students and families residing within NYC CSD 27.

The school was within the target range for retention overall of ELLs and ED students. The school's retention of SWD students fluctuated during the term and in the most recent year of data was 11 percentage points below the CSD (see Table 7 below).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Challenge Preparatory CS	NYC CSD 27	Differential to District	Challenge Preparatory CS	NYC CSD 27	Differential to District	Challenge Preparatory CS	NYC CSD 27	Differential to District
2018-2019	17%	21%	-4	5%	16%	-11	80%	77%	+3
2019-2020	15%	20%	-5	4%	17%	-13	81%	77%	+4
2020-2021	14%	20%	-6	2%	17%	-15	81%	79%	+2
2021-2022	16%	21%	-5	4%	17%	-13	82%	79%	+3
2022-2023	18%	21%	-3	5%	19%	-14	83%	79%	+4

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Challenge Preparatory CS	NYC CSD 27	Differential to District	Challenge Preparatory CS	NYC CSD 27	Differential to District	Challenge Preparatory CS	NYC CSD 27	Differential to District	Challenge Preparatory CS	NYC CSD 27	Differential to District
2018-2019	84%	89%	-5	83%	89%	-6	91%	88%	+3	86%	88%	-2
2019-2020	84%	89%	-5	79%	89%	-10	82%	88%	-6	84%	89%	-5
2020-2021	83%	85%	-2	80%	86%	-6	92%	86%	+6	86%	86%	0
2021-2022	81%	78%	+3	80%	71%	+9	81%	82%	-1	83%	81%	+2
2022-2023	80%	84%	-4	75%	86%	-11	78%	84%	-6	81%	83%	-2

### Legal Compliance

CPCS currently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

### Essential Question 3: Is the school financially viable?

#### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods<sup>8</sup>. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. The school’s days of cash indicator fell during the charter term but has improved during the term. The current ratio was below target in the most recent year of the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; the school’s total margin dropped below target in the last two years of available data and the debt-to-asset ratio increased in the last year of the charter term. The NYCDOE has no concerns with the school’s financial viability.

### **Financial Management**

The NYCDOE reviewed CPCS’s audited financial statements from the 2019–2020, 2020–2021, 2021–2022, and 2022–2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on January 17, 2024, for the renewal. Thirty-five people attended the hearing and thirty spoke. Thirty people were in favor of the renewal. No one was opposed. No one submitted a written comment.

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<sup>8</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.