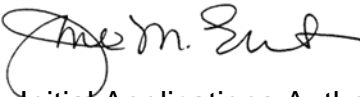





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

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

DATE: May 31, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

The Commissioner recommends that the Board of Regents consider, approve, and issue an initial charter and provisional charter for each of the following proposed charter schools:

1. Bold Charter School (proposed location in NYC CSD 12 – The Bronx)
2. Bridge Preparatory Charter School (proposed location in NYC CSD 31 – Staten Island)
3. Creo College Preparatory Charter School (proposed location in NYC CSD 12 – The Bronx)
4. Ivy Hill Preparatory Charter School (proposed location in NYC CSD 23 - Brooklyn)
5. New Dawn Charter High School II (proposed location in NYC CSD 27 - Queens)
6. Richmond Preparatory Charter School (proposed location in NYC CSD 31 – Staten Island)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the full Board for action at the June 11-12, 2018 Regents meeting.

Procedural History

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

Background Information

The Charter Cap

Chapter 101 of the Laws of 2010 increased the cap on the number of charters that can be issued in New York State from 200 to 460. The law also designated the Board of Regents and the Board of Trustees of the State University of New York (SUNY) as the authorizers for the additional charters and required that the two chartering entities create competitive Request for Proposals (RFP) processes for applications for the additional charters. The 2015 legislative amendment allows a charter that has been surrendered, revoked, terminated, or not renewed to be reissued by SUNY or the Board of Regents through an application process. There are 118 total charters available statewide¹. A Charter School Fact Sheet outlining the number of charters issued and those currently remaining can be found at <http://www.p12.nysed.gov/psc/facts/nyscsfactsheet3052018.pdf>.

The Board of Regents Charter Process

Phase I – Letter of Intent:

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

Phase II – Full Application:

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

¹ Based on March 2018 New York Charter School Fact Sheet

three-member expert panel including national consultants, reviewers who are current educators in public schools or universities within New York State and across the nation, and experienced Department staff.

Phase III – Capacity Interviews:

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

Phase IV – Request for Modifications:

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

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

The 2018 Board of Regents Application Process: Round 1

In Round 1 of the 2018 application and review process, the Charter School Office received:

- 19 applicant group Letters of Intent submitted by the February 8, 2018 deadline;
- 14 applicant groups were invited to and 11 applicant groups did submit full applications by the March 14, 2018 deadline;
- 9 applicant groups were invited to the Capacity Interview; and
- 6 applicant groups are being recommended by the Department to the Board of Regents for approval at their June 2018 meeting.

A Summary of the 2010-2018 charter school application cycles is included below as Attachment A. The 2018 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

2018 Application Cycle			
Submission Rounds	Letter of Intent Due	Full Application Due	Regents Action*
Round 1 Charter School Applications	February 8	March 14	June 11-12
Round 2 Charter School Applications**	July 9	August 16	November 5-6**

* The current items are being presented at the June 11-12, 2018 Regents meeting.

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

The Commissioner recommends that the Board of Regents issue an initial provisional charter for the above-listed new charter schools, which will add 2,652 charter school seats for families in New York City, when the proposed schools are fully expanded. The Charter School Application Summary, Findings, and Recommendation for the proposed new schools are included below as Attachment B through Attachment G. The applications for these schools are available electronically on the Department’s website at: <http://www.p12.nysed.gov/psc/startcharter/2018/Round1FA/Round1FA.html>.

Related Regents Items:

2017 Round 1 – Initial Applications Authorized by the Board of Regents
<http://www.regents.nysed.gov/common/regents/files/617p12a5.pdf>

2017 Round 2 – Initial Applications Authorized by the Board of Regents
<http://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>

Recommendation

VOTED: That the Regents find that: (1) the proposed charter school meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Bold Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to

improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Bridge Preparatory Charter School**, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Creo College Preparatory Charter School** for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school meet the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to **Ivy Hill Preparatory Charter School** for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to **New Dawn Charter High School II**, and amends the provisional charter of the education corporation **New Dawn Charter High School** under the amended corporate name **New Dawn Charter Schools**, to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

VOTED: That the Regents find that: (1) the proposed charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to

improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents approves and issues a charter to **Richmond Preparatory Charter School**, and amends the provisional charter of the education corporation **Integration Charter Schools** to permit the operation of such school, for a term of five years in accordance with §2851(2)(p) of the Education Law.

Timetable for Implementation

The Regents action is effective immediately.

Attachments

SUMMARY OF 2010-2018 CHARTER SCHOOL APPLICATION CYCLES

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

² The 2015 legislative amendments to the Charter Schools Act takes the cap remaining under the 2007 and 2010 legislation (159) and provides for the reissuance of 22 charters, for a total of 181 charters to be used by either the Regents or SUNY. Chapter 20 of the Laws of 2015 imposed a limit of 50 new charters in New York City.

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters issued by BOR (# in NYC)
2014 Round 1	31	15 applicants were invited to submit full applications in either Round 1 or Round 2; 11 full applications were submitted for review	Regents: 2(1)
2014 Round 2	51	18 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 3(3)
2015 Round 1	38	15 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived 15 full applications were submitted for review	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 3(2)
2016 Round 2 Continued (December)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 1(0)
2017 Round 1 (June)	17	13 applicants were invited to submit full applications 10 full applications were submitted for review	Regents: 3(3)

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters issued by BOR (# in NYC)
2017 Round 2 (November)		21 applicants were invited to submit full applications 18 full applications were submitted for review	Regents: 7(5)
2018 Round 1		14 applicants were invited to submit full applications 11 full applications were submitted for review	6 Pending Regents Action, All In NYC



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

BOLD CHARTER SCHOOL

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	Bold Charter School
Lead Applicant(s)	Raymond Joseph, Jr.
District of Location	NYC CSD 12 (the Bronx)
Opening Date	Fall 2019
Projected Charter Term	August 14, 2019 - June 30, 2024
Management Company	None
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): K-1, 120 Year 2 (SY 2020-21): K-2, 210 Year 3 (SY 2021-22): K-3, 300 Year 4 (SY 2022-23): K-4, 390 Year 5 (SY 2023-24): K-5, 480
Mission Statement	<i>With an unwavering commitment to excellence, Bold Charter School equips all kindergarten through fifth grade students with the academic and character foundation to succeed in college, access lives of opportunity, and serve as the next generation of leaders.</i>

The Bold Charter School (BCS) is a proposed elementary school, for students in grades K-5, in New York City CSD 12 (The Bronx). The focus of this charter school will be to build the academic and character foundation each student needs to succeed in college, access lives of opportunity, and serve as the next generation of leaders. The school will focus on developing five research-based skill domains that they have identified as critical for success in the 21st century: life-long learning, complex problem-solving, effective communication, technological literacy, and emotional intelligence.

Key Design Elements

The key design elements for Bold Charter School are:

- Rigorous academics, high-quality instruction, and extended learning time: To ensure college and career readiness, the school will implement a rigorous academic program aligned to New York State Learning Standards and focus on the skills necessary for life-

long learning and complex problem-solving. The School leadership team with teachers will develop curriculum and assessments from these standards. The School will also draw on purchased curriculum and resources from high-performing charter schools to implement at the school. They will prioritize literacy development to ensure that all students will be reading on grade level by the start of grade 3. The literacy program is based on the Balance Literacy Framework. The School will implement an extended learning time model with a school day that is approximately two hours longer in comparison to other public schools in the district. The school year, on average, will be longer than district schools.

- A values-based and achievement-oriented school culture: The school has ambitious goals and reflects their commitment to building a strong academic and character foundation that will lead to sustained success in school and life. The core values of the school include; Integrity, Excellence, Curiosity, Empathy, and Resilience. They plan to employ school-wide systems to create a structured and joyful learning environment where learning thrives.
- Leadership development occurs through social-emotional, project-based, and co-curricular learning opportunities: To prepare students for future careers and lives of leadership, the school will take a multi-faceted approach to developing students' emotional intelligence, which is a critical component for successful leadership. Students will participate in Leadership Lab, which is a social emotional instructional program that includes project-based learning. The school's approach to social-emotional instruction is guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Social Thinking Program, which research demonstrates is effective in supporting similar school populations.
- Results, not intentions, drive all decision-making, and the frequent use of data propels high academic achievement for all students: The board states that the school is outcomes-focused and will use comprehensive quantitative and qualitative data to assess the program and measure progress towards meeting the goals in the Performance Framework.
- A professional culture of continuous growth and practice-based professional development: To ensure effective teachers, the school will invest heavily in their staff by recruiting, developing, and retaining high-quality staff. Teachers will be provided targeted, individualized professional development and a career advancement trajectory
- Meaningful, mission-driven partnerships: The school believes that families are critical partners in ensuring all students achieve their potential. All families will receive teachers' cell phone numbers. Bilingual staff will be available to translate or create materials in a language other than English, as needed. The board and school staff will reach out to the community to form partnerships and collaborate on issues of importance to the community.

Education Plan

The School's design is informed by the research from the World Economic Forum focused on the competencies needed for the jobs of the future. These competencies include: life-long learning, critical thinking and complex problem solving, effective communication; technological literacy and emotional intelligence. Additionally, the educational philosophy and school design are also informed by the best practices of high-performing schools across the country that have proven success serving similar student populations. The education plan prioritizes the following: a strong foundation in literacy, academic rigor, conceptual understanding, critical thinking and complex problem-solving, character development and an inclusive learning environment.

The curriculum will be aligned to New York State Learning Standards across all subject areas and informed by the school's philosophy and consistent with their mission. School leadership will work with teaching staff to map the curriculum horizontally across subject areas and vertically across grade levels to develop scope and sequences, unit guides, lesson plans, Interim assessments, weekly quizzes and exit tickets. The School will purchase research-based curricular materials that have proven effective at high-performing schools. Students will also receive instruction in physical education, art, blocks, technology, project-based learning and social-emotional development.

Different and innovative teaching methods including: co-teaching that enables frequent small group instruction and individualized supports; an intensive focus on literacy using principles of the Balanced Literacy Framework; inquiry-based learning; co-curricular and digital learning opportunities; and Leadership Lab focused on character and leadership development. All components challenge students to develop as critical thinkers and effective communicators and engage them in the learning process to advance their achievement.

School culture

The school culture is a values-based and achievement-oriented culture deigned to build personal excellence for school and life. The core values—Integrity, Excellence, Curiosity, Empathy, and Resilience—represent habits and values necessary for success and permeate the school culture from the high expectations established, language used, aesthetic choices made, and school-wide systems put into place and reflect the belief that excellence is not an act, but a habit and that “sweating the small stuff” helps to build a culture of excellence. The school will implement school-wide systems to create a structured and joyful learning environment as learning thrives in an environment that is physically, psychologically, and emotionally safe. These systems will promote the desired culture of achievement where students feel proud of their effort and growth. The staffing plan includes a dedicated School Culture Manager.

Special Populations and Related Services

Bold Charter School will implement a comprehensive student support system to ensure all students, including those at risk of academic failure, Students with Disabilities (SWDs), English Language Learners (ELLs), homeless students, and gifted and talented students thrive in an academically rigorous environment. This system will ensure that individual student needs and

goals laid out in students' Individual Education Programs (IEPs) and 504 plans are met with fidelity as the school is committed to equipping all students with the academic and character foundation needed for future success.

Teachers will implement a variety of co-teaching structures, including team, parallel, and alternative instruction, maximizing learning opportunities and improving student achievement by increasing the amount of small group instruction and differentiation provided within each class. On average, the student to teacher ratio will be 15 to 1, allowing teachers to more effectively understand the learning needs of each student and provide targeted support to meet those needs. The school will also have an extended school year and day in which students will receive approximately 175 minutes of literacy instruction and 95 minutes of math instruction daily. Utilizing the Integrated Co-Teaching (ICT) model and Literacy Centers time blocks in ELA and Math, the school will provide multiple opportunities for small-group instruction and targeted intervention. The Intervention program will occur during the Literacy Center blocks.

Bold Charter School will implement a Structured English Immersion instructional model to support ELLs. ELL students will not be separated from mainstream classrooms and will participate fully in all components of the academic program, and, as necessary, will receive additional language instruction from English as a Second Language (ESL) certified educators. A Student Support Coordinator (SSC) will work collaboratively with an ESL-certified teacher specifically, but all teachers in general, to manage the ELL caseload, refine ELL-aligned materials, provide intensive language support as needed, and provide Professional Development to all teachers on best practices for supporting ELL students. The SSC, in conjunction with the Director of Operations, will manage communication with ELL families to ensure easy and full access to all school materials and information. ELL students will also have full access to co-curricular classes, as the co-teaching model allows for daily small group and individualized instruction to target their specific language needs. In addition to the approximately 175 minutes dedicated to literacy instruction daily, ELL students will receive explicit phonics instruction, pre-teaching vocabulary, intentional partner seating, and frequent cooperative learning strategies, such as "Turn-and-Talks."

Recruitment and Retention

Bold Charter School is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 12.

Recruitment: To recruit students, the school plans to leverage the community relationships they have been building with organizations that serve at-risk populations such as: BronxWorks, H.E.L.P., Crotona, NYC Housing Authority, Phipps, Trabajamos Head Start, Puerto Rican Family Institute, and the Kennedy Child Study Center. Outreach to the Office of Safety and Youth Development will be to recruit students living in temporary housing. Recruitment materials will be available in languages other than English and will outline the supports available to all students.

Retention: To retain students, the school will build and sustain meaningful, mission-driven partnerships with families. They will conduct home visits and family nights at the school. Teachers and leadership will be in regular communication with families. Students will receive the academic

and social-emotional supports they need to be successful. In alignment with the mission and commitment to families and students in economic need, the board will work to reduce school related financial strain on families. For example, the school will offer yellow bus service, school supplies and a free school uniform.

Community Outreach

Bold Charter School carried out extensive outreach to the community, directly communicating with parents and citizens at multiple public meetings throughout NYC CSD 12 and targeted zip codes to learn from community stakeholders, including families, community organizations and leaders, educators, and elected officials, and to collect input on the proposed application. At all events, the applicant group distributed flyers and fact sheets about the proposed charter school. Outreach continues to various stakeholder groups to foster partnerships.

School Governance and Leadership

The proposed Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Raymond Joseph, Jr.	Proposed Board Chair
Sherry Mao	Proposed Board Vice Chair
Jon Barfield	Proposed Board Treasurer
Elizabeth Angeles	Proposed Board Secretary
Elliot Epstein	Proposed Board Trustee
Anthony Lopez	Proposed Board Trustee
Sandeep Chouksey	Proposed Board Trustee
Ashley Burrell	Proposed Board Trustee

Facility

The applicant group has submitted a request to the NYC DOE for co-location within a public school. If denied or no suitable public space is available, the applicant group will work with a New York City based commercial real estate broker, to identify and secure a private facility in one of the targeted zip codes of 10456, 10457, 10459, 10460, and 10472.

Technical Modifications

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

applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

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

- The applicant group agreed to delete the Executive Director (ED) from Table I which listed the ED as an ex-officio non-voting member of the Board of Trustees to comply with General Municipal Law (GML). The GML prohibits employees from membership on a school's Board of Trustees. Additionally, the applicant group revised the application to accurately reflect that the Board of Trustees is required to hold monthly meetings to comply with Education Law and the charter agreement.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 12, indicating that the fiscal impact of the Bold Charter School on the district of location is expected to be nominal.

The New York State Education Department also conducted additional analysis on the projected fiscal impact of the School on its district of location, which is summarized below.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24³

Year	Number of Students Enrolled in Charter School Per Year ⁴	Charter School Basic Tuition Rate ⁵	Total Charter School Basic Tuition	Estimated Additional Cost to District (e.g. Special Education Payment) ⁶	Total District General Fund Budget ⁷	Percent of District Budget
2019-20	120	\$14,527	\$1,743,240	\$967,211	\$24,300,000,000	0.0112%
2020-21	210	\$14,527	\$3,050,670	\$1,285,325	\$24,300,000,000	0.0178%
2021-22	300	\$14,527	\$4,358,100	\$1,856,452	\$24,300,000,000	0.0256%
2022-23	390	\$14,527	\$5,665,530	\$2,437,859	\$24,300,000,000	0.0333%
2023-24	480	\$14,527	\$6,972,960	\$3,028,932	\$24,300,000,000	0.0412%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by NYSED’s State Aid Office. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the Department is assuming no growth in the district’s budget during the duration of the school’s charter.⁸

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

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

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

³ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁴ Source: BOLD Charter School Application

⁵ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis.

⁶ Includes Per Pupil SPED, Facility Subsidy, NYSTL, NYSLIB, NYSSL, Title I, Title II, DYCD.

⁷ NYC DOE Financial Status Report - FY2018 Approved Budget as of 11/20/2017;

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/fsr/December/pdf/Dec_2017_fsr/12coverprint.pdf; Rounded down for conservatism.

⁸ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District - NYC CSD 12 (Bronx)**

	Total District Enrollment: 23,824	
All Students (Grades K-5 only)	11,229	
Students with Disabilities	2,642	24%
Limited English Proficient	2,410	21%
Economically Disadvantaged	10,138	90%

**Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	18%	40%
<i>Grade 3 ELA</i>	23%	43%
<i>Grade 4 ELA</i>	19%	41%
<i>Grade 5 ELA</i>	13%	35%
<i>Math Grades 3-5 Aggregate</i>	16%	45%
<i>Grade 3 Math</i>	22%	48%
<i>Grade 4 Math</i>	13%	43%
<i>Grade 5 Math</i>	13%	43%

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on April 23, 2018 to solicit comments from the community concerning the proposed Bold Charter School. Four members of the community were present, and two individuals commented at the hearing in support of the proposed application. Comments in favor focused on the need for strong educational options. There were no comments opposing the proposed application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,¹⁰ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.¹¹ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act¹² and will have a significant educational benefit

⁹ Education Law §2852(2)(a).

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

¹¹ Education Law §2852(2)(b).

¹² Education Law §2852(2)(c).

to the students expected to attend the charter school.¹³ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the NYSED's review and findings, it recommends that the New York State Board of Regents approve the proposal to establish Bold Charter School to open in NYC CSD 12 in the Bronx, New York.

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



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

BRIDGE PREPARATORY CHARTER SCHOOL

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	Bridge Preparatory Charter School
Lead Applicant(s)	Rose Kerr
District of Location	NYC CSD 31 (Staten Island)
Opening Date	Fall 2019
Projected Charter Term	August 29, 2019 - June 30, 2024
Management Company	None
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): 1, 86 Year 2 (SY 2020-21): 1-2, 138 Year 3 (SY 2021-22): 1-3, 190 Year 4 (SY 2022-23): 1-4, 242 Year 5 (SY 2023-24): 1-5, 242
Mission Statement	<i>The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.</i>

The Bridge Preparatory Charter School (BPCS) seeks to create a rich language and literacy-infused academic environment designed to meet the individual needs of all students and to prepare them for secondary school and beyond. Research indicates that explicit and structured language instruction is valuable for all students, especially for students with Language-Based Learning Disabilities (LBLD) such as dyslexia and for English Language Learners (ELLs). As a foundational component and key design element, the school will use the Orton-Gillingham approach (OG) to teaching literacy. OG is a structured multisensory approach to teaching literacy that has proven to work with all students, especially those who struggle to read and write. The school’s curriculum will allow students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words. The OG multisensory instructional approach will be interwoven across all subjects and provide students with more ways to connect to what they are learning. As writing competency is closely aligned with reading, the school will also utilize the research-based writing program, The Writing

Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs

Key Design Elements

The key design elements for BPCS are:

- A Multisensory, Cross-Curricular Instructional Design. Focused on students who struggle with reading and writing including those with language-based language disabilities, the school will use the Orton-Gillingham approach. This a multi-sensory approach will allow students to use their learning style strengths to utilize sensory modalities to connect language to words across the curriculum in all subjects. The school will implement the writing program, Writing Revolution, which teaches students to transform their thoughts into clear, linguistically complex sentences and paragraphs.
- A Balanced Approach to Interdisciplinary Literacy. The school's staff will design the program to include whole group, small group and individualized instruction through Orton-Gillingham and The Writing Revolution, which will be aligned with New York State Learning Standards. Instruction will be grounded in the Core Knowledge Sequence for English Language Arts, Science, Social Studies and Singapore Math. Project-based learning will be infused in both science and social studies. To promote students' imagination and inspirational growth, they will be engaged in thematic Creative Learning Extensions to include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance, and structured play.
- A Student-Centered School Structure. A key component is the development of students as self-advocates. Through a combination of the school's multisensory instructional approach, which allows students to use their individual strengths to make connections to instruction, and a supportive school culture, the school will build confidence, self-esteem and inspiration in their students. The school's collaborative Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping, low student to teacher ratios, and teacher looping provide the structure necessary to meet the needs at all student levels. The school's purposely-planned student schedule provides the equivalent of approximately 843.5 extra hours and 50,580 extra minutes per year of instruction compared to the New York state average, which will provide sufficient time to engage students in meaningful learning opportunities and rigorous content, via a cadre of programming that supports the development of the whole child such as: a dedicated class period for Social Emotional Learning, using the Morningside Center's 4Rs program; set aside time for academic enrichment; Executive Functioning and organizational sequencing; and a fitness program.
- A Supportive Network for Families. The founders believe a key factor in maintaining a culture of student achievement is based on building a true partnership and trusting relationship with families. BPCS plan to incorporate an intentional home-school

connection and have dedicated a seat on the BPCS Board of Trustees for a parent representative.

- **Extensive, Supportive Staff Development:** The school will establish a dedicated Center for Staff Development to provide staff with an extensive and balanced approach to professional development and an OG practicum, structured to increase staff knowledge and skills in teaching literacy acquisition, which will lead to a preliminary certification credential in OG.
- **Connections to the Larger Community:** To supplement the academic program and further the mission, the school will partner with several colleges and universities to develop a student-teacher pipeline program. The applicant group is especially excited about the potential partnership with CCNY and its Dyslexia (Plus) Taskforce which has already worked with the BPCS's founder and proposed ED to support students with LBLDs in public schools.

Education Plan

The founding group has designed a student-centered program to provide rigorous classroom instruction based on a balanced, cross-cultural and multisensory instructional approach. Students will be provided with a needs-based support structure and expanded learning opportunities through community partnerships. Using data to guide decisions, instruction will be differentiated, targeted to student needs and supported with strategic interventions.

The curriculum will be aligned to New York State Learning Standards across all subject areas. School leadership will work with teaching staff to map the curriculum horizontally across subject areas and vertically across grade levels. Summer and weekly professional development will be provided to build teacher capacity.

In addition to core subjects, students will receive instruction in physical education, music, and the visual arts. Supplemental curriculum will be used to support students' social emotional growth as well as executive functioning. The board has selected the 4Rs Program (Reading, Writing, Respect & Resolution) at Morningside Center for Teaching Social Responsibility, which engages the imagination and creativity of students in PreK-5 to help develop critical skills including empathy, community building, and conflict resolution.

School culture

BPCS will establish a safe school environment conducive to learning by creating a supportive school culture that involves the active engagement of all stakeholder groups, coupled with the school's approach to student discipline. BPCS will adopt a restorative justice approach to school culture.

Special Populations and Related Services

This school is designed to meet the needs of all students including Students with Disabilities (SWDs), English Language Learners (ELLs), and economically disadvantaged students. The school has articulated plans and strategies to provide targeted supports to all at-risk students designed to help them meet their academic and social-emotional needs. The staffing model is aligned with the plan and includes a dean of specialized instruction, speech language pathologist, social worker, literacy specialist, ESL teacher, and special education teachers with assistants.

Recruitment and Retention

BPCS is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 31.

BPCS has engaged in multiple forms of outreach including open houses, recruitment events, newspapers and online sources, information sessions and community presentations, including outreach to faith based and community organizations to: present information about the school's mission and design; raise awareness about literacy challenges; disseminate admission materials; garner community feedback on family and student needs; and identify/develop community partnerships. Student retention will be a student focused, daily effort, as improving literacy outcomes for students and building the school community will take time and continuity. Family communication, participation/involvement in school/community events and on the Board of Trustees and support are key factors in assuring student retention. Specific recruitment and retention strategies for each subgroup follows:

Students Identified in School Mission. The school will work with local neuropsychologists, private tutors, and organizations such as the Staten Island Reading Association, Wishes of Literacy, CEC 31 and the Staten Island Foundation to recruit LBLD students from within their networks. To date, the overwhelmingly positive community response has affirmed the need for BPCS as there are a lack of options currently available to support struggling readers and writers. The school will put into place structural supports such as a dedicated Literacy Specialist, Triad structure and unique instructional offerings like the 4Rs Program to encourage student retention.

Students with disabilities: To recruit students with disabilities, the school plans to leverage the community relationships build with organizations such as the Child Mind Institute's Healthy Brain Network, Parent to Parent, Families Helping Families, The Staten Island Developmental Disabilities Council and special education staff at the NYC CSD 31 Field Support Center. To retain students, the school will work closely with the NYC CSD 31 Committee on Special Education (CSE) to ensure that Individual Education Plan (IEP) supports are appropriate. To support retention, the school will hire dedicated school personnel on site to support teacher collaboration and planning. The Response to Intervention plan will enable staff to scaffold instruction and provide opportunities to observe and plan for student needs.

English Language Learners: To recruit students, the school will host targeted information sessions. Interpretation services for the predominant, non-English languages spoken across the

borough, including Spanish, Russian and Chinese will be available. To support outreach and recruitment, the school will continue building on the relationships they have initiated with local ELL advocates in NYC CSD 31. To retain the students and their families once enrolled, the family coordinator will plan events and activities that celebrate the traditions of the students. Teachers will use assessment data as a tool to inform their instruction and implement research-based instructional strategies to support ELLs and drive their academic achievement. Classroom lessons will connect curriculum to multicultural literature.

Economically Disadvantaged Students: Founding members will perform outreach and distribute information at the various NYCHA housing developments, local after school programs, food pantries and in mixed income neighborhoods across the borough with support from community groups including: the NAACP, Project Hospitality, various Head Start programs, and the Children’s Aid Society. In alignment with the mission and commitment to families and students in economic need, the board will work to reduce school related financial strain on families. For example, the school will offer an extended school day, school supplies or clothing to meet the school dress code.

Community Outreach

The school has provided ample evidence that significant outreach was performed throughout the targeted community over the past few years. Outreach continues to various stakeholder groups to foster partnerships.

School Governance and Leadership

The proposed Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Rose Kerr	Proposed Board Chair
Laurel Wedinger Gyimesi	Proposed Member
Maria Casale	Proposed Member
Witt Halle	Proposed Member
Laura Timoney	Proposed Member
Stephanie Parker	Proposed Member
George Winn	Proposed Member

Facility

The applicant group has submitted a request to the NYC DOE for co-location within a public school. Should the NYC DOE deny the request, the applicant group will secure a private facility. Two options are of interest—the former St. Joseph’s Parochial School, located at 139 St. Mary’s Avenue, in Rosebank, or a specifically-designed space on the sixth floor of a new complex at Corporate Commons Three, in Bloomfield, in partnership with the Nicotra Group.

Technical Modifications

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

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

- The applicant group deleted and replaced the word “eligible” with “interested” families in the sharing of recruitment materials. This modification is necessary to align the application with §2854 (2)(b), which states that any child who is qualified under the laws of this state for admission to a public school is qualified for admission to a charter school.
- The applicant group deleted and replaced the generic term weighted lottery with NYSED Weighted Lottery Generator. (WLG). Relatedly, the applicant group deleted references to an admissions goal of 40% of its incoming class having an IEP, which establishes an admission set aside or quota. This modification is necessary as charter schools in New York State receiving federal Charter School Program funds may only weight admissions using the [NYSED WLG](#), and may not establish set asides or quotas to preference enrollment of a particular group of students or to satisfy enrollment and retention targets of special populations.
- The applicant group revised Attachment 9: Budget and Cash Flow Template to include \$100,000 (\$20,000 per academic year over the initial charter term) to establish an escrow account as required to pay for legal and audit expenses that would be associated with closure/dissolution of the school. This modification is necessary to align with Education Law, the 2018 RFP, and charter agreement.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in the NYC CSD 31 (Staten Island), indicating that the fiscal impact of the Bridge Preparatory Charter School on the district of location is expected to be nominal. The New York State Education Department also conducted additional analysis on the projected fiscal impact of the School on its district of location, which is summarized below.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24¹⁴

Year	Number of Students Enrolled in Charter School Per Year ¹⁵	Charter School Basic Tuition Rate ¹⁶	Total Charter School Basic Tuition	Estimated District Special Education Payment ¹⁷	Total District General Fund Budget ¹⁸	Percent of District Budget
2019-20	86	\$15,412	\$1,325,432	\$951,136	\$24,300,000,000	0.009%
2020-21	138	\$15,412	\$2,126,856	\$1,526,214	\$24,300,000,000	0.015%
2021-22	190	\$15,412	\$2,928,280	\$2,101,293	\$24,300,000,000	0.021%
2022-23	242	\$15,412	\$3,729,704	\$2,691,156	\$24,300,000,000	0.026%
2023-24	242	\$15,412	\$3,729,704	\$2,706,236	\$24,300,000,000	0.026%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by NYSED’s State Aid Office. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the NYSED is assuming no growth in the district’s budget during the duration of the school’s charter.¹⁹

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

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

¹⁴ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

¹⁵ Source: Bridge Preparatory CS Application

¹⁶ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

¹⁷ These costs include specific revenue items including Special Education Revenue and Rental assistance.

¹⁸ As of this application’s submission, the NYC DOE’s FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYC DOE’s FY 18 Operating budget, found at: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

¹⁹ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

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

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District - NYC CSD 31 (Staten Island)**

	Total District Enrollment: 62,557	
All Students (Grades 1-5 only)	23,245	
Students with Disabilities	6,890	30%
Limited English Proficient	2,245	10%
Economically Disadvantaged	13,355	57%

**Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	46%	40%
<i>Grade 3 ELA</i>	51%	43%
<i>Grade 4 ELA</i>	46%	41%
<i>Grade 5 ELA</i>	42%	35%
<i>Math Grades 3-5 Aggregate</i>	46%	45%
<i>Grade 3 Math</i>	49%	48%
<i>Grade 4 Math</i>	44%	43%
<i>Grade 5 Math</i>	44%	43%

Summary of Public Comment

As required by the Charter Schools Act, the NYC Department of Education conducted a public hearing on May 2, 2018, to solicit comments from the community concerning the proposed Bridge Preparatory Charter School. Thirty members of the community were present, and seven individuals spoke at the hearing. All seven spoke in support of the proposed application. No one commented or presented letters in opposition to the application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.²⁰ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,²¹ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.²² This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.

²⁰ Education Law §2852(2)(a).

²¹ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

²² Education Law §2852(2)(b).

- iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act²³ and will have a significant educational benefit to the students expected to attend the charter school.²⁴ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the NYSED's review and findings, it recommends that the New York State Board of Regents approve the proposal to establish the Bridge Preparatory Charter School to open in NYC CSD 31 on Staten Island, New York.

²³ Education Law §2852(2)(c).

²⁴ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

CREO COLLEGE PREPARATORY CHARTER SCHOOL

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	Creo College Preparatory Charter School
Lead Applicant(s)	Jesus Diaz, Jr.
District of Location	NYC CSD 12 (the Bronx)
Opening Date	Fall 2019
Projected Charter Term	August 28, 2019 – June 30, 2024
Management Company	None
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): 5, 96 Year 2 (SY 2020-21): 5-6, 192 Year 3 (SY 2021-22): 5-7, 288 Year 4 (SY 2022-23): 5-8, 384 Year 5 (SY 2023-24): 5-8, 480
Mission Statement	<i>Building knowledge, skills, and character, Creo College Preparatory Charter School educates students in grades 5 through 12 to thrive in college and to assume responsibility for identifying and solving problems in our community and our world.</i>

Creo College Preparatory Charter School (“Creo College Prep”) will begin with grade 5 and proposes to serve students through twelfth grade, growing to grade 8 in the initial charter term. This decision is grounded in school performance data, critical needs and desires expressed by the community, and similar models studied at high-performing schools e.g., Intrepid College Prep, Liberty Collegiate, and Excel Academy. All three schools provide a seamless 5-12 academic experience, and all three group students into two structures - a lower or middle school (grades 5-8) and an upper school (9-12) – a model that Creo College Prep seeks to replicate. Creo College Prep will provide an academically ambitious, purposefully structured, and consistently kind school community. In every classroom, students will question, critique, learn from their peers, and proceed with confidence when presented with challenging tasks. Teachers will celebrate when students “get caught trying” - when students are excited to step up and tackle a question even when they are uncertain. When given supports and surrounded by staff with an unwavering commitment to high expectations, all students can learn and achieve at and beyond the standards of their grade level.

Key Design Elements

The key design elements for Creo College Preparatory Charter School are:

- **Rigorous Academics** that will ensure college readiness. Students will be properly challenged and supported to achieve academically on grade level in every subject, every year.
- **High-Quality Instruction** to propels student proficiency rates. The school will ensure that excellent teachers are in every classroom, as excellent teaching is the result of careful hiring, intentional development, and a staff culture of professional learning that will benefit all students.
- **Digital Literacy and Computer Science as a 21st Century Right for All Students.** Students living in a digital world must be digitally literate and thus every student will take Computer Science as a core subject every year. Students will apply knowledge of the relationship between hardware and software, gain fluency with multiple programming languages, study the underlying logic of computer programs, and author code and programs with strategy and creativity.
- **Structured Community and Individual Supports to allow Students to Grow.** The school will provide a structured, joyful community and individualized supports to achieve academically and personally. This structure, consistency, and predictability of the school and classrooms will be instrumental in students' ability to progress academically especially for those students coming to school from traumatic and/or adverse circumstances.
- **Every Minute Matters to Students.** The school will implement an extended school day and year in order to increase learning time. The daily schedule is designed to maximize time in class and to provide additional instruction time. The school will use this time to build core values that will sustain students all through their lives. These core values are at the foundation of the school: Respect, Relentlessness, Reflection, and Responsibility.
- **Students Create Solutions and Serve Others.** Students will be taught and supported to identify problems and investigate solutions in the community; the definition of that community will be widened across the grade levels, moving from the surrounding neighborhood, to the city, state, region, country, continent, and the whole world.

Education Plan

Creo College Prep will provide a purposefully structured and consistently kind school community. In every classroom, students will be presented with challenging academic problems, taught to question, critique, and learn from their peers, and feel safe engaging in academically rigorous content matter and making mistakes while doing so. Teachers will celebrate when students “get caught trying” - when students are excited to step up and tackle a question even when they are uncertain. Given supports and surrounded by staff with an unwavering commitment to high expectations, all students can learn and excel. Informed by best practices at high performing charter

schools and a relentless focus on giving all students the supports they need to succeed, the design for Creo College Prep rests on six core pillars or key design elements as described above.

The school model puts an intensive focus on literacy and math instruction in grades five through seven most particularly, and in all grades as students may backfill seats, to ensure all students read and compute on or above grade level by the end of grade eight or, if joining after grade five, within three years of enrolling. Students will receive targeted instruction at their mastery level, benefit from small group instruction daily, and have regular access to individual tutoring sessions with their content-specific teachers. Technology will be one of many instructional tools used to strategically target skill gaps and accelerate each student's path to mastery. Every Creo College Prep student will take Computer Science as a core subject every year as Computer Science affords students the opportunity to practice computational and logical thinking skills within a horizontally-aligned context, utilizing their computer science skills in other classes to explore and create. This further build strong connections and cohesiveness through all subjects and equips students with high demand skills, increasing access to postsecondary programs and gainful professional opportunities in high school, college, and beyond.

The extended school day and calendar are designed to increase quality and quantity of learning time for students. The school culture and discipline systems are designed to ensure student time is never wasted, and that 50-minute periods contain 50 minutes of efficient, engaging, and challenging teaching and learning. Part of the purpose of education is to better ourselves in the service of others. Therefore, in addition to achieving academic success, students as citizen scholars will be taught and supported to identify problems and investigate solutions in the community, and that community will be widened in definition across the grade levels, moving from local streets, to the city, state, region, country, continent, and globe. For example, in the middle school, students will apply math, science, and computer science skills to measure and analyze air quality in the neighborhood, exploring health outcomes and the issue of environmental racism.

School culture

Creo College Prep seeks to build a strong school culture that is supportive and joyful. School culture will be based on teaching and living the school's four Core Values: *Respect*—treat ourselves and others with dignity and kindness; *Resilience*—work hard, especially when it's hard; *Reflection*—learn from failure and build on success as we grow; *Responsibility*—act with integrity and seek opportunities to help others. The expectations and examples will be different for a fifth grader, an eighth grader and a twelfth grader. For a fifth grader, *Responsibility* may simply mean taking care of borrowed books from a classroom library. For a twelfth grader, *Responsibility* may mean building an inventory system for the fifth-grade teacher to keep track of the library, or volunteering to mentor a fifth grader who struggles to organize him/herself. The school will teach these values explicitly and by example. From the first day of Summer Professional Development, staff will use the language of its values to collaborate, praise, and support each other. Beginning on the first day of grade 5, staff will name the values, define with age appropriate vocabulary, and celebrate students who demonstrate the values through their actions with specific praise. In ELA, students will identify these values in the actions of characters and individuals in texts. In Social Studies, students will practice respectful academic discourse. In Math and Computer Science, students will demonstrate resilience when they persist in solving problems and creating solutions.

In Science, students will reflect on procedures and experiments, documenting how they would change their approach. These school values will inform all decisions, drive all systems, and inform the language of Creo College Prep.

Special Populations and Related Services

Creo College Prep will provide every student with a high-quality, college preparatory education. Every student, regardless of designation, will receive targeted supports throughout the school day to meet or exceed all academic standards. The school will serve the needs of all students, including students with special needs, English Language Learners (ELLs), at-risk students, or those entitled to accommodations under Section 504. This will be achieved through interventions, targeted staff supports, and school-wide procedures to permit students to thrive. The grade teams and Director of Student Support will use data to formally evaluate academic and behavioral intervention programs during and at the end of each trimester (in the Lower School) and quarter (in the Upper School). The school will set up a Response to Intervention (RTI) protocol with clear delineation of staff responsibilities and procedures to working with the Committee on Special Education to ensure that all students can thrive.

Recruitment and Retention

Creo College Prep is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 12.

Creo College Prep will be deliberate and strategic in its efforts to attract and recruit students in NYC CSD 12, with the goal to mirror district demographics. Through building strong relationships with students and families, the school's goal is to have almost all of its students return each year. The primary strategy to retain students and families begins with a home visit to every enrolled family.

Students identified in the school's mission. To recruit students, the applicant group disseminated information widely and hosted six information sessions at different community locations, including the Community Board, Smilow Boys and Girls Club, West Farms and Clason's Point Libraries, The Lambert Houses, and community centers within NYCHA housing developments. To retain students, the school will regularly open the school to families and community members during Orientations, Conferences (three times per year), Community Cafecitos (once per month), and at all school events. Families will receive weekly academic and behavioral progress reports on their student in their home language, and biweekly phone calls from advisors

Students with disabilities. To recruit students, the applicant group shared information about the proposed school directly with participants attending an information session and distribution with elementary schools, non-profits, and other groups that support students with disabilities, such as the Kennedy Child Study Center and Phipps Community Education Center, as well as medical centers and the West Farms and Clason's Point Libraries that offer local services to families. To retain students, the school will maintain relationships from the first home visit through biweekly

communications with families around student progress. The school day will ensure that students receive individualized supports and attention, and families will receive reports on their student's accommodations, supports, and modifications biweekly via phone calls and in three mid-trimester and three end-of-trimester formal reports. Every grade level will have at least two highly-qualified special education teachers, one specializing in STEM and the other specializing in English language arts. These teachers will provide necessary and appropriate services in the least restrictive environment throughout the day and support students further during daily intervention blocks.

English language learners. To recruit, flyers and outreach documents distributed in English and Spanish; and all informational sessions and events have been held in both languages. The school will continue to ensure full access and encourage all families, regardless of language or a child's ELL designation, to apply to and enroll at the school. To retain, ELLs will learn in a structured immersion setting where there will be opportunities for peer collaboration, individual teacher attention, and personalized learning to help students acquire and practice English skills. The school's frequent use of partner "turn and talks" will meet or exceed the desired number of daily minutes for ELLs to engage in academic discourse. All community and family communication will be conducted in English and Spanish, and other languages as may be needed for families.

Economically disadvantaged students. The applicant group has conducted targeted outreach, including flyer distribution, canvassing, and informational sessions at the NYCHA housing developments in District 12 and at Phipps Affordable Housing as well as within Phipps Neighborhood. We will also work with local churches to reach families who are economically disadvantaged. To retain students, the school will provide annual supplies to students, including any proprietary components of the uniform, free of charge. A longer school day and partnerships with neighborhood institutions will help families when working long hours. Starting in year one, the school will hire a social worker to help mitigate barriers to families and students suffering economic hardship, identifying with them service providers for support.

Community Outreach

The applicant group is committed to providing a high-quality middle school option to families residing in the Bronx. Six members of the applicant group were raised, lived and taught, or started companies in the Bronx; and the group has engaged in community outreach efforts to solicit and implement feedback, revising the design of the school for and with the community. Over the past six months, the applicant group has spoken with hundreds of community members, and listened to their hopes, dreams, and suggestions without a single negative interaction or opposition. The applicant group attended multiple events in the community hosted by non-profit organizations, schools, libraries, community gardens, and other groups; disseminated bilingual flyers throughout the West Farms and East Tremont neighborhoods; attended Community Board 6 Education and Youth and Parks and Recreation committee meetings to hear about initiatives for young people and received and implemented changes in the application based on constructive feedback. The applicant group met with elected officials and spoken with congregants at houses of worship.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Jesus Diaz, Jr.	Proposed Board Chair
Jerelyn Rodriguez	Proposed Vice Chair
Ross Dakin	Proposed Secretary
Erin Dunn-Franklin	Proposed Treasurer
Dwane Omar Jones	Proposed Member
Ellison Ward Merkel	Proposed Member
Natasha Trivers	Proposed Member

Facility

The applicant group will apply for co-location in a public space with the NYC DOE. If co-located space is unavailable, the applicant group has identified several options for short and long-term private facilities options in West Farms and East Tremont areas of the Bronx. If authorized, the board of trustees will assemble a Facilities Task Force, comprised of founding team members who have extensive real estate and finance experience.

Technical Modifications

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

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

- The applicant group deleted the Executive Director (ED) from Table I which listed the ED as an ex-officio non-voting member of Board of Trustees to comply with General Municipal Law (GML). The GML prohibits employees from membership on a school's Board of Trustees.
- The applicant group revised the application to accurately reflect that the Board of Trustees is required to hold monthly meetings to comply with Education Law and the charter agreement.

- The applicant group revised the grades during the initial charter term from serving students in grades 5-9 to serving students in grades 5-8. The 2018 RFP strongly encourages applicants in absence of justification to propose a distinct elementary, middle or high school program and request to add high school grades in the fourth year of operation grades based on evidence of strong enrollment and academic performance.
- The applicant group revised Section M: Dissolution to state the total amount in escrow for legal and audit expenses that would be associated with closure/dissolution of the school is \$100,000 (\$20,000 per academic year over the initial charter term), and state that the school would follow a set of dissolution procedures in accordance with Education Law §2851(2)(t), 219, and 220 as articulated in the 2018 RFP; charter agreement; and Closing Procedures Guide and Checklist.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 12, indicating that the fiscal impact of the Creo College Preparatory Charter School on the district of location is expected to be nominal.

The New York State Education Department also conducted additional analysis on the projected fiscal impact of the School on its district of location, which is summarized below.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24²⁵

Year	Number of Students Enrolled in Charter School Per Year ²⁶	Charter School Basic Tuition Rate ²⁷	Total Charter School Basic Tuition	Estimated District Special Education Payment ²⁸	Total District General Fund Budget ²⁹	Percent of District Budget
2019-20	96	\$14,527	\$1,394,592	\$607,895	\$24,300,000,000	0.008%
2020-21	192	\$14,527	\$2,789,184	\$1,215,790	\$24,300,000,000	0.016%
2021-22	288	\$14,527	\$4,183,776	\$1,823,685	\$24,300,000,000	0.025%
2022-23	384	\$14,527	\$5,578,368	\$2,431,580	\$24,300,000,000	0.033%
2023-24	480	\$14,527	\$6,972,960	\$3,039,475	\$24,300,000,000	0.041%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by the Department’s State Aid Office. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the Department is assuming no growth in the district’s budget during the duration of the school’s charter.³⁰

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

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

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

²⁵ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

²⁶ Source: Creo College Preparatory CS Application

²⁷ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

²⁸ These costs include specific revenue items including Special Education Revenue and Rental assistance.

²⁹ As of this application’s submission, the NYC DOE’s FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYC DOE’s FY 18 Operating budget, found at: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

³⁰ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District - NYC CSD 12 (Bronx)**

	Total District Enrollment: 23,824	
All Students (Grades 5-8 only)	8,401	
Students with Disabilities	2,249	27%
Limited English Proficient	1,819	22%
Economically Disadvantaged	7,540	90%

**Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 5-8 Aggregate</i>	19%	39%
<i>Grade 5 ELA</i>	13%	35%
<i>Grade 6 ELA</i>	14%	32%
<i>Grade 7 ELA</i>	20%	42%
<i>Grade 8 ELA</i>	29%	45%
<i>Math Grades 5-8 Aggregate</i>	12%	36%
<i>Grade 5 Math</i>	13%	43%
<i>Grade 6 Math</i>	12%	40%
<i>Grade 7 Math</i>	11%	38%
<i>Grade 8 Math</i>	10%	22%

Summary of Public Comment

As required by the Charter Schools Act, the NYC Department of Education conducted a public hearing on May 1, 2018, to solicit comments from the community concerning the proposed Creo College Preparatory Charter School. Seven members of the community were present, and two individuals commented at the hearing in support of the proposed application. No one commented or submitted letters in opposition to the application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.³¹ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,³² of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.³³ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

³¹ Education Law §2852(2)(a).

³² Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

³³ Education Law §2852(2)(b).

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act³⁴ and will have a significant educational benefit to the students expected to attend the charter school.³⁵ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on NYSED's review and findings, it recommends that the New York State Board of Regents approve the proposal to establish the Creo College Preparatory Charter School to open in NYC CSD 12 in Bronx, New York.

³⁴ Education Law §2852(2)(c).

³⁵ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

IVY HILL PREPARATORY CHARTER SCHOOL

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	Ivy Hill Preparatory Charter School
Lead Applicant(s)	Rebecca May
District of Location	NYC CSD 23 (Brooklyn)
Opening Date	Fall 2019
Projected Charter Term	August 28, 2019 – June 30, 2024
Management Company	None
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): K-1, 120 Year 2 (SY 2020-21): K-2, 180 Year 3 (SY 2021-22): K-3, 240 Year 4 (SY 2022-23): K-4, 300 Year 5 (SY 2023-24): K-5, 360
Mission Statement	<i>Through high-quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity.</i>

Ivy Hill Preparatory Charter School (“Ivy Hill Prep”) seeks to equip students from Brownsville and neighboring communities with a strong academic foundation that will allow them to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity. Ivy Hill Prep will implement a New York State Standards-aligned curriculum in conjunction with an innovative teaching approach that engages students as critical thinkers. Teachers will systematically and consistently communicate with parents daily through behavior logs, monthly phone check-ins and mission-driven school activities, and cyclically at Family Teacher Conferences. Students will be introduced to the study of Martial Arts which is an effective tool used to teach character and leadership skills, and to cultivate a positive school culture rooted in high expectations. Martial Arts has the power to develop social and interaction skills, as well as perseverance and discipline. To achieve these goals, Ivy Hill Prep anticipates that its students will learn to become resilient, tenacious team players, ambitious leaders, and advocates of change with an unwavering belief in their innate capabilities.

Key Design Elements

The key design elements for Ivy Hill Preparatory Charter School are:

- The Road to college begins in kindergarten. Ivy Hill Prep will introduce college to students from the first day of kindergarten. College pennants will decorate walls, classrooms will be named after a college or university, classrooms will adopt the mascots of their namesake colleges and universities, school chants and expressions will reflect college matriculation and graduation expectations, students, with their families invited to join, will attend trips to colleges and universities, and Ivy Hill Prep leaders and teachers will speak often of their higher education experiences. Ivy Hill Prep will equip students with the academic tools and character foundation necessary to thrive in high school and succeed in college.
- Reading is fundamental. Literacy is power. Ivy Hill Prep anticipates that a significant number of students will enroll in the school at a significant academic disadvantage than their more affluent peers. Incoming students will have been exposed to approximately 30 million fewer words. The “word gap” plays a large role in the achievement gap, in school and in life, and the school intends to close this “word gap” starting in kindergarten with robust literacy instruction. Students will have 225 minutes of literacy instruction Monday through Thursday, and 135 minutes on Fridays to master decoding, fluency, accuracy, and comprehension in small groups by literacy levels to ensure all students, including those with special needs and ELLs, receive the targeted skills necessary for their independent development. With a prioritized focus on literacy, students will be reading at grade level, able to engage in content across subject areas, and communicate and defend their thoughts effectively and confidently by the end of second grade.
- Student success requires a data-driven approach and a relentless commitment to results. Using a proven system to collect and analyze different types of data throughout the academic year, Ivy Hill Prep Charter School will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate students’ progress. The School will administer STEP every six weeks and administer interim assessments, aligned to the NYS Learning Standards, six times per year. Students will take the nationally-normed NWEA MAP assessment at the beginning, middle, and end of each year. At third grade, the School will administer State assessments. Data will be used to evaluate student achievement, identify appropriate interventions for struggling students, and inform whole-class curriculum and instruction. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, which will allow for effective instructional oversight and impactful individualized supports every day.
- Exceptional teaching produces exceptional results. Ivy Hill Prep Charter School seeks to hire individuals who are mission-aligned, eager to learn, and devoted to the academic achievement of students. The School Leadership will deliver purposeful, frequent professional development that is responsive to student and teacher needs. The School will execute a continuous teacher observation and feedback loop to foster constant improvement. All teachers will be formally observed by an instructional coach once per

week. Teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition, the Head of School will give informal feedback daily during walk-ins. Teachers may receive live feedback or in-the-moment silent coaching with the expectation of immediate implementation. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement.

- Intentional character development creates student leaders. The School will support the personal development of students through intentional character lessons focused on Ivy League values of Leadership, Excellence, Achievement, Growth, Uniqueness, and confidence. Grades K-5 students will develop their own leadership presence and voice, which will prepare them to be the voices that drive change in their communities. Coupled with a Martial Arts curriculum as a school-wide character course, the school will academically equip students with the leadership and character tools necessary to face adversity and to succeed. Teachers will follow internally-created lesson plans, created by the Head of School, which will teach students more about the values and demonstrate various ways students can model the value in and out of school. Each week, teachers will highlight and celebrate one scholar from each class that demonstrates the month's creed value with the expectation that other students will mirror those actions.
- It takes a village to raise a child. Before the academic year commences, staff will conduct home visits, engaging parents in conversations about the hopes and dreams they have for their children and share how Ivy Hill Prep will support their children in reaching their goals. The School will regularly inform families of their child's behavioral and academic growth. Daily, teachers will communicate with parents using a behavior log that will be on the first page of each student's Life's Work (Homework) binder. This behavior log will highlight their behavior for the day along with information about their completion and success rate of Life's Work. Parents will sign this log each night, which has additional space for teacher and parent communications. Parents will receive a minimum of one phone call each month to be updated on their child's academic and behavioral progress in all classes. The school will host multiple Math and Literacy Nights, during which teachers will provide all parents with resources and strategic academic tools to use at home and parents will be invited to the school on a weekly basis to witness students receiving awards for attendance, academic and character achievement, and academic and leadership growth.

Education Plan

Ivy Hill Prep's goal for its students is to ensure that each one takes full advantage of the opportunities available in this democracy. It is critical then that students have access to a strong foundational education that develops their minds to critically think and their hearts to make moral and ethical decisions that will allow them to access lives of promise and opportunity, as they engage with and improve their communities as leaders. The greatest opportunity to remediate academic gaps and place at-risk students on the path to academic success is high-quality, foundational instruction in the elementary years. The applicant group's educational philosophy is

grounded on the premise that the school will ensure these foundational years are ones where all students experience school success to begin their journey of academic success in subsequent years. Through its relentless approach to academic achievement through a strong focus on data, students will be in an environment that is predictable, structured, encouraging, rigorous, and joyful. Every choice we make will be made with the student success in mind.

At Ivy Hill Prep, joy will meet rigor as students and teachers engage in chants and kinesthetics, coupled with rap, rhythm and rhyme as rigor remains joy. Ivy Hill Prep's structured and joyous environment will be modeled after Great Lakes Academy in Chicago, a school known for consistently strong academic achievement and high rates of student retention and parent satisfaction. Ivy Hill Prep will mirror the literacy instruction proven successful at Excellence Girls Elementary Academy in Brooklyn, NY, where in 2017, students nearly doubled the New York State proficiency rate in ELA. Devoting over 200 minutes to literacy daily, students will receive targeted instruction that meets their individual needs as they make progressive gains towards mastering decoding strategies, accuracy, fluency, and reading comprehension. Ivy Hill Prep will adopt the data collection, analysis, and application systems implemented at the successful Purpose Prep Charter School in Nashville, TN.

The school will implement the teacher training and coaching model successfully practiced at Uncommon Schools and Relay Graduate School of Education. Four of Uncommon Schools' NYC elementary schools were among the top 5% of schools statewide in math, and two were counted among the top 5% of schools statewide in ELA. The Ivy Prep team has extensively studied KIPP's approach to character development and will adopt many components of their model. All other schools studied by the team demonstrate the critical relationship between character education and student success. Ivy Hill Prep will cultivate a culture of "family" by implementing a model similar to that created among teachers, students, parents, and the community at Great Lakes Academy in Chicago, IL. Through communication with families, opportunities to celebrate success, and a continued high bar for excellence, students will achieve academically in the classroom.

School culture

The school's goal is to ensure that every child that walks through its doors is equipped with the tools necessary to prepare them to access lives of promise and opportunity. Within the community, the school deeply believes that lifelong success is not only achieved by one's academic strength, but also by one's strength of character. The school will work to foster a unique culture that allows students to celebrate the growth and development of their character in addition to their academic skills. The school will surround its students with a fiercely positive, structured environment. Learning will happen among the presence of zest and enthusiasm for the work ahead. In the community, the school's students will: (1) know the rules and expectations of the entire Ivy Hill Prep community, (2) consistently and clearly receive feedback on their academic and behavioral choices, (3) be taught by teachers who sweat the small details, and (4) be educated in a warm, yet strict environment where feedback comes from a place of incredibly high expectations rooted in love. The culture in Ivy Hill Prep will strike a balance between being warm and demanding, a key underpinning success in all high-performing schools.

Special Populations and Related Services

Ivy Hill Prep plans to be strategic about its instructional plan, staffing model, scheduled interventions, and RTI system and responses to ensure all students are given equal access to a high-quality education. The school will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes. The school will educate students with disabilities in the least restrictive environment and with their peers who are not disabled to the appropriate extent, and what is specifically allowed by individual Individualized Education Plans (IEPs). The school is committed to employing certified special educators. In each subsequent year, the school will add certified Special Education teachers to ensure successful management of the caseload of students who receive special supports. Ivy Hill Prep will work with the Committee on Special Education to appropriately contract all other services, including but not limited to counseling, speech and language, and occupational therapy.

Ivy Hill Prep expects student subgroup percentages to mirror those in the community school district. The School Leadership Team will identify the level of support necessary for each child based on their score from the NYSESLAT exam. Students who receive a score of Entering will receive intensive services to assist in development of foundational skills. Students are already given approximately 225 minutes of literacy instruction daily; however students receiving intensive services will receive additional targeted attention in Reading Mastery and Guided Reading. In the place of Blended Learning, students will sometimes be pulled out to receive targeted supports. Students will receive some materials in their home language, as well as additional tutoring. Students who score in the Expanding range will receive fewer services, such as a period or two of pull out or push in supports.

The Dean of Special Supports and the ESL teacher will train staff on strategies for working with ELLs, including but not limited to, the presence of visuals, increased wait time after questions, strategic seating pairs for turn and talks, visuals including sentence stems, frontloading verbal responses by providing sentence stems, and increased opportunities for discourse and discussions. The ELL teacher will routinely analyze data and present the results to Leadership and the General Education teachers who will use this data to create an action plan for next steps to continue to support students in and out of the classroom based on individual needs.

Recruitment and Retention

Ivy Hill Prep is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 23 and will implement a student recruitment plan to achieve this requirement.

Students with Disabilities: To recruit students with disabilities, the applicant group has tabled and held information sessions on different occasions in the areas of Brownsville and East New York where the school's target population resides. The applicant group met with families at family shelters and transitional housing centers, such as Flagstone, CAMBA, and WIN, and tabled at NYCHA housing projects and community centers such as Brownsville Partnership, the Gregory Jackson Center, and the Brownsville Recreation Center. The applicant group has built partnerships

with hospitals such as Brookdale, as well as with non-profits that support students with disabilities, such as Urban Strategies. To retain students, the school will have a strong academic and behavioral RTI program for students who require different interventions and supports and will hire Special Education certified teachers equipped with the expertise required to support and grow with students.

English Language Learners: To recruit ELLs, flyers will be in English and Spanish, and when canvassing the neighborhood, the school will inform parents of the school's plan to acclimate and accommodate their children to ensure the school's promise of educating *all* children is kept. To retain ELLs, the school will implement a school-wide ELL inclusion model to educate ELLs in the regular education classroom and provide scaffolds to support language acquisition, including but not limited to, flash cards, sight word walls, and writing structure templates. The school will have Spanish-speaking staff members on the outreach team and in the main office to allow for effective communication. During Family Teacher conferences, translators will be on-site to assist with communication.

Economically disadvantaged students: the school will continue to canvass in the Brownsville community, targeting NYCHA Public Housing complexes. The school has built a relationship with Storybook Gardens, an initiative that enforces the importance of literacy to children and their families. The school will continue to work with Assemblywoman Latrice Walker, a strong advocate for all constituents of Brownsville, especially those who are economically disadvantaged, and will continue to partner with her office to spread the word about this school and assist parents in the application process. To retain economically disadvantaged students, Ivy Hill Prep will limit the financial burden on parents by providing, at no cost, almost all supplies, including pieces of the school uniform. Ivy Hill Prep will provide an extended day to assist with parent work schedules and bus service to and from school.

Students at risk of academic failure. To recruit families who are homeless or residing in temporary housing, Ivy Hill Prep has partnered with NYCHA Housing community centers, as well as attended Storybook Garden's events in NYCHA housing three times to share details and answer questions about Ivy Hill Prep. Visits have been made to Women in Need, CAMBA, and Flagstone shelters, local food shelters, and soup kitchens to engage with families. To retain students facing homelessness, Ivy Hill Prep will offer personalized support on an as-needed basis to accommodate their changing circumstances, including but not necessarily limited to complying with the McKinney-Vento Homeless Assistance Act. In terms of staffing, a Social Worker is in the school's staffing plan starting in Year 1, which will increase as enrollment increases throughout the charter term.

Community Outreach

The applicant group began community outreach in August 2017. Since then, the school has met with 60 or more community organizations and received their input on the school's design and established relationships with community members, leaders, and families. More than 150 parents of students who reside in the target communities have provided meaningful feedback. The applicant group has more than 250 supporters on social media, secured 300 signatures, and distributed 500 flyers. To date, the applicant group has presented information about Ivy Hill Prep at a myriad of events and locations, including speaking at the 73rd Clergy Council meeting, both

Community Boards 16 and 5 Youth and Education Committees, building relationships with Community Education Council 19, hosting four Community Information Sessions, and tabling at seven different prominent locations in Districts 23 and 19.

School Governance and Leadership

The proposed Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Rebecca May	Proposed Board Chair
Derrick Lewis	Proposed Board Vice Chair
Marsha Michael	Proposed Trustee
Adam Shulman	Proposed Trustee
Leiya Williams	Proposed Trustee
Nataki Williams	Proposed Trustee
Talia Kovacs	Proposed Trustee

Facility

Ivy Hill Prep will apply for co-location space in a New York City Department of Education facility. If NYC DOE space is unavailable, the proposed Board Chair will preside over the Facilities Task Force and lead the team’s efforts to secure a facility. If the school’s co-location request is denied, Ivy Hill Prep will apply for rental assistance to fund private facility expenses and with real estate brokers and developers who specifically work on charter school development to identify potential facilities in NYC CSD 23.

Technical Modifications

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

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

- The applicant group deleted the Executive Director (ED) from Table I, which listed the ED as an ex-officio non-voting member of Board of Trustees, to comply with General Municipal Law (GML). The GML prohibits employees from membership on a school's Board of Trustees.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 23, indicating that the fiscal impact of the Ivy Hill Preparatory Charter School on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24³⁶

Year	Number of Students Enrolled in Charter School Per Year ³⁷	Charter School Basic Tuition Rate ³⁸	Total Charter School Basic Tuition	Estimated District Special Education Payment ³⁹	Total District General Fund Budget ⁴⁰	Percent of District Budget
2019-20	120	\$14,527	\$1,743,240	\$967,954	\$24,300,000,000	0.0112%
2020-21	180	\$14,527	\$2,614,860	\$1,103,799	\$24,300,000,000	0.0153%
2021-22	240	\$14,527	\$3,486,480	\$1,486,925	\$24,300,000,000	0.0205%
2022-23	300	\$14,527	\$4,270,938	\$1,838,504	\$24,300,000,000	0.0251%
2023-24	360	\$14,527	\$4,928,761	\$2,167,048	\$24,300,000,000	0.0294%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by the Department's State Aid Office. To conservatively avoid underestimating the fiscal impact

³⁶ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

³⁷ Source: Ivy Hill Preparatory CS Application

³⁸ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

³⁹ These costs include specific revenue items including Special Education Revenue and Rental assistance.

⁴⁰ As of this application's submission, the NYC DOE's FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYC DOE's FY 18 Operating budget, found at: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

that the charter school will have on the district going forward, the Department is assuming no growth in the district’s budget during the duration of the school’s charter.⁴¹

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

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

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

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District - NYC CSD 23 (Brooklyn)**

	Total District Enrollment: 9,532	
All Students (Grades K-5 only)	4,413	
Students with Disabilities	1,170	27%
Limited English Proficient	263	6%
Economically Disadvantaged	4,167	94%

⁴¹ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools because of students attending nonpublic schools located in the school district.

Table 4. 2016-17 Elementary/Middle School Academic Proficiency Rates of NYS Assessment on Grade Configurations for Proposed School

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	18%	40%
<i>Grade 3 ELA</i>	22%	43%
<i>Grade 4 ELA</i>	17%	41%
<i>Grade 5 ELA</i>	16%	35%
<i>Math Grades 3-5 Aggregate</i>	18%	45%
<i>Grade 3 Math</i>	23%	48%
<i>Grade 4 Math</i>	12%	43%
<i>Grade 5 Math</i>	19%	43%

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on, to solicit comments from the community concerning the proposed Ivy Hill Preparatory Charter School. Twenty members of the community were present, and six individuals commented at the hearing in support of the proposed application. No members of the community spoke in opposition to the proposed application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁴² This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).
 - The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁴³ of students with disabilities, English

⁴² Education Law §2852(2)(a).

⁴³ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

- language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
- The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁴⁴ This finding is based on the following, among other things:
- i. The presentation in the application of a sound description of key features that are core to the school’s overall design, and which rigorously addresses the criteria outlined in the Department’s RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁴⁵ and will have a significant educational benefit to the students expected to attend the charter school.⁴⁶ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on NYSED’s review and findings, it recommends that the New York State Board of Regents approve the proposal to establish the Ivy Hill Preparatory Charter School to open in NYC CSD 23 in Brooklyn, New York.

⁴⁴ Education Law §2852(2)(b).

⁴⁵ Education Law §2852(2)(c).

⁴⁶ As applicable pursuant to Education Law §2852(2)(d).



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

NEW DAWN CHARTER HIGH SCHOOL II

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	New Dawn Charter High School II
Lead Applicant(s)	Ronald Tabano
District of Location	NYC CSD 27 (Queens)
Opening Date	Fall 2019
Projected Charter Term	September 4, 2019 – June 30, 2024
Management Company	None
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): 9, 150 Year 2 (SY 2020-21): 9-10, 240 Year 3 (SY 2021-22): 9-11, 340 Year 4 (SY 2022-23): 9-12, 400 Year 5 (SY 2023-24): 9-12, 550
Mission Statement	<i>New Dawn Charter High School II (NDCHS II) will be a NYC Transfer School replicated after the highly successful New Dawn Charter High School (NDCHS), reaching out to students who have either dropped out or are in-school truants—those who will most likely not graduate with their four-year 9th grade peers. New Dawn II will enroll students who are over-aged and under-credited in grades 9 through 12 and includes an intensive program for those students who are the most at-risk and difficult to engage in their education: the student who is 16 years old or over and has fewer than 10 credits.</i>

New Dawn Charter High School II (NDCHS II) is a proposed NYC Transfer School and a replication of the existing Board of Regents-authorized New Dawn Charter High School (NDCHS) in Brooklyn, NY. NDCHS reaches and connects with students who have either dropped out or are in-school truants—those who will most likely not graduate with their four-year 9th grade peers. NDCHS graduated 189 graduates and has since graduated an additional 70 students for a total of 259 graduates. Of the NDCHS graduates, over 57% go on to college, exceeding city-wide rates for similar students. Students consistently attending NDCHS learn real-world career and soft skills required for navigating social interactions in the workplace. From a Social Emotional Learning perspective, NDCHS has developed an effective program impactful on the learning environment. Students who fail come to school depressed or angry and their behavior often is an indication of the need to push the adult away before the adult pushes them away. NDCHS developed programs

to combat this behavior by training staff to meet students where they are, the implementation of Positive Behavioral Interventions and Supports (PBIS), a rigorous mentoring program, and a constant focus on the school culture with both staff and students have proven effective with severe behavioral issues. Initial assessments in this area show that students have learned to trust and appreciate their relationships with the adults in the building. Over the last five years, NDCHS has refined its model giving pathway to replicate. NDCHS II is a complete replica of NDCHS, with no changes in the education model.

Key Design Elements

The key design elements for New Dawn Charter High School II are:

- **Curriculum and Instruction**

Literacy-Rich Education Program. Literacy is inherent in all academic areas and within social-emotional contexts, and it is the school's belief that all teachers are literacy teachers. Students who engage with high interest, grade-level appropriate text demonstrate the ability to think and communicate critically with content material.

Full Inclusion Special Needs Program. All students benefit from being in the classroom, rather than being pulled out for services away from peers and their content teachers. This program will help students meet benchmarks by achieving in the least restrictive environment. This includes providing services to ELL students inside the classroom.

Intensive 9th Grade Intervention Program. NYC data on transfer schools has shown that the cohort of students who have demonstrated the most struggles are those who are over aged and under credited with fewer than 10 credits. Students with fewer than 10 credits attend school full time each week, learning to mold their behavior to academic expectations.

Balanced Instruction Integrated into the Workshop Model. The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations as well as with academically gifted students. The workshop model is based on the work of Howard Gardner and his theory of multiple intelligences and Benjamin Bloom and his work with various levels of intellectual thought processes and challenging individuals to engage in the highest levels of thinking: analysis, evaluation and creation.

- **Social Emotional Learning/Support (Positive Behavior Interventions & Supports)**

Daily Advisories for Social-Emotional Needs. The advisory experience at NDCHS II is designed to get to the root of each individual student's struggles and provide opportunity for academic and socio-emotional growth.

Mentoring Program. The mentoring program was designed at NDCHS to provide students a point of contact to serve as an accountability partner regarding their academic progress, attendance, or general concerns. At NDCHS II, all staff members will be assigned a caseload of students as their mentees and are expected to have weekly, check-in meetings via telephone

or in person to monitor student progress.

Progressive Discipline Policy. The goal of NDCHS II is to keep students in school instead of pushing them out for low level disciplinary infractions. As a result, the discipline policy is not used as a punitive measure but as a means for students to learn from their mistakes and progressively make improvements. NDCHS II will further implement the PBIS framework to assist staff in adopting preventative behavioral strategies for students.

- **College and Career Readiness**

Internship Program (IP). Students with more than 10 credits are assigned a placement to work in the community. As part of a holistic educational approach, the IP will provide students with the essential job training and leadership development opportunities needed to prepare and transition into a successful career pathway of their choice. NDCHS II aims for students to build long-term, professional connections while developing skills such as critical thinking, teamwork, time management, problem solving, communication and professionalism.

College Now with CUNY. CollegeNow is a city-wide, collaborative program with the City University of New York (CUNY) and more than 350 NYC public high schools. NDCHS II will partner with the Borough of Manhattan Community College (BMCC) for students to gain advantage in college and simultaneously help them improve their academic achievement. College and Career Readiness further supports the school's mission goals by addressing this key design element of the school's program, the Act by providing at-risk students with high educational expectations and offering a choice not available in the community prior to ND II.

- **School Improvement Engine (SIE)**

The implementation of the SIE is integral to monitoring the school's accountability goals. The SIE's prescriptive model allows stakeholders to identify a problem, construct a remedy, evaluate the implementation and results, and then start the process over again. By engaging in this process, NDCHS II will monitor all areas of the school.

- **Professional Development (PD)**

Regularly Embedded PD. NDCHS II will work with coaches to provide on the ground support for content area teachers. In addition, school leadership may co-facilitate courses with less experienced teachers to provide live coaching and modeling within the classroom.

Digitalized Curriculum & Aligned Lesson Planning. All staff will have access to the New York State Learning Standard-Aligned curriculum and daily lesson plans from NDCHS. These plans are located within the software platform PerformancePlus by PowerSchool Group.

Daily Common Planning Time. In addition to all teachers receiving one to two preparatory periods per day, common planning time is scheduled into the work day approximately between the hours of 4:00pm and 5:00pm.

TERC: Using Data to Inform Instruction. When analyzing data such as student work and

Regents results, NDCHS II will use the TERC Using Data protocol. Applying this approach allows the teaching staff to view data without bias while creating strategies to improve instruction.

Staff Compensation Based on HEDI Scores & Student Performance. NDCHS II will base compensation on student performance (40%) and classroom observations (60%).

PD in Danielson and Marshall Classroom Observations, Professional Learning Community (PLC) Coaching, & Peer Review. Through protocols from the National School Reform Faculty, the staff individually and as a group set professional goals through the Danielson and Marshall Rubric, PLCs allow staff to collaborate and provide targeted feedback for personal growth and development

Access to Other Schools for Shared Support. NDCHS holds the view that collaborating with other charter schools, particularly transfer schools, is vital to planning and engaging in the data culture of the school.

Facilitative Leadership Opportunities. A facilitative leadership fosters staff involvement with the governance of the school. NDCHS II will continue this model after NDCHS' implementation methods through various committees and other leadership opportunities.

Education Plan

The education philosophy of NDCHS II is derived from the success and experience of implementing the key design elements in its instructional program at NDCHS. The focus is on curriculum and instruction, social/emotional learning and support, college and career readiness, and use of the school improvement engine (SIE). The curriculum is based on New York State Learning Standards, while instruction is based on the Workshop Model. Social/emotional learning (SEL) and support is provided by a mentoring program that involves the entire staff and the use of a Positive Behavioral Interventions & Support (PBIS) program. College and career readiness (CCR) is provided through the NDCHS II Internship Program, CollegeNOW, and the CCR office. Students work on their internships one week and then attend classes the next week. During the week the student is on internships, (s)he is working on a college level research paper which aligns a content class to the internship itself. College awareness is a lesson in every core class and advisory, with advisory classes focused specifically on becoming college and career ready. Through the School Improvement Engine, there is constant looping of assessing and analyzing systems, identifying potential problems, developing and implementing interventions, and then starting the system again. Finally, intensive staff PD is done through both embedded and off-site PD in curriculum, instruction, and techniques used with at risk students.

School culture

School culture and climate are critical to the success of a school. As at NDCHS, all NDCHS II stakeholders: students, staff, parents, and board members, are responsible for the success of a

school's culture and climate; which requires a deep understanding of the mission, values, and key structural design elements that are crucial to maintaining strong relationships both within and outside the school community. Priority is placed on awareness, transparency, and alignment of the school's mission, values, and strategies for all staff, students, families, and board members. Students who join the NDCHS II community tend to struggle academically and face complications outside of the school environment and as a result demonstrate resistance to conformity with rules and openly exhibit frustration and indignation. School culture and climate are essential and have an exponential effect on students' engagement in learning, parent involvement, attendance and ultimately, student performance. The culture and climate at NDCHS II will mirror this vision.

Special Populations and Related Services

Like NDCHS, NDCHS II will target and serve students who struggle academically and/or emotionally, requiring a variety of supports. NDCHS has success using the PBIS and RTI approach with struggling students, which aligns with a full inclusion model that supports and provides interventions for all students to achieve a high school diploma. NDCHS II will use interventions as necessary in all areas (internship, academics and college readiness) support student achievement and growth toward earning their high school diploma. These approaches allow supports to work in a least restrictive and pro-social manner, and both allow students to be monitored and supported in a non-invasive way with interventions given without isolating or targeting students and, most importantly, allows time for the interventions time to work.

The instructional approach for ELL students is to use a curriculum that immerses student's in the English language, while providing supports to promote understanding (visual and auditory). The school will utilize instructional approaches as recommended by the NYC DOE and The Center for Applied Linguistics (CAL). Students identified gifted will benefit from targeted instruction through the workshop model, as this is a student-centered and student-driven approach which allows the student to self-direct their learning in each subject area. NDCHS II's key design elements use differentiation of instruction through the workshop model. Teachers will be trained to effectively meet the needs of all students to move them to higher levels of engagement based on their abilities in each subject area and to be on the pathway to achieve an advanced Regents Diploma.

As an inclusive environment, most of the staff will be responsible for meeting the needs of students with special needs or are English language learners. All staff will confer and co-plan with special education staff to provide supports to students based on the designation of their IEPs. The Special Education Coordinator will supervise the structure and co-planning with general education, special education teachers and related service staff along with coordination of services through the Committee on Special Education. ELL teachers will implement a Freestanding English as a Second Language (ESL) program to provide instruction in English. In a push-in model, an ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. The school will provide common planning time for general education, special education and ELL teachers to review the student data daily and confer on best practices for each student in subsequent lessons.

Recruitment and Retention

NDCHS II is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 27 and will implement a student recruitment plan to achieve this requirement.

NDCHS II is committed to fulfilling its mission and retaining students by keeping them engaged. NDCHS found that by developing relationships with students through mentoring and advisory, students were encouraged to persist in their pursuit of a Regents Diploma. The same retention strategies have also effectively kept students living in poverty, SWD's and ELL's in the school. Students classified as SWD and ELL respond well to the full inclusion program at NDCHS which will be replicated at NDCHS II. A team of counselors, social workers and special education teachers will support these vulnerable populations and encourage academic growth.

Unfortunately, countless students who have failed at traditional high schools are in fact living in poverty. This fact is supported by the data at data.nysed.gov for those schools identified as transfer schools by the NYC DOE and the NYC DOE data files used to create the Transfer Schools Quality Snapshots. Further, NYC CSD 27 has large areas of poverty. The applicant group has already reached out to, and presented, at meetings of different ELL communities and will continue to recruit from these groups for the school's ELL population. People representing these communities are on the Board of Trustees as well. Finally, the five transfer charter schools have significantly higher percentage of special education students as compared to district schools and the school will continue recruitment efforts with school guidance counselors.

Once schools discover they are willing to enroll highly at-risk students, NDCHS has not had a problem with recruitment of any of these three groups of identified students, something they expect to see at NDCHS II as well. District transfer schools have an SWD population around 9% while NDCHS has 40% and they are not changing the special education program at NDCHS II so can assume that it will be as popular as it is at NDCHS. There have always been over 80% of the students living in poverty and an ELL population between 5 and 9% at NDCHS, which mirrors the population of ELL students and students living in poverty in NYC CSD 15 in Brooklyn. By using the same recruitment and retention strategies used at NDCHS, they believe they will meet the same enrollment numbers in Queens. Based on the SIE, if the school does not, they will be able to make mid-course corrections and change strategies.

Community Outreach

NDCHS II began the community engagement process beginning in the spring of 2017, after NDCHS received its five-year renewal from the Board of Regents. Based on the feedback received via social media, in person meetings, public comments during the Community Board (CB) 12 Education Committee meeting, the State Assembly, in addition to support and suggestions from local politicians such as Senator Comrie's office, NDCHS II will be a well-received addition to the community that is committed to private space. The CB12 president remarked on how the NDCHS II model was beginning to change their views on charter schools. NDCHS II will conduct ongoing outreach in the community.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Ron Tabano	Proposed Board Chair
Leslie Winter	Proposed Trustee
Jane Sun	Proposed Trustee
Philip Weitzman	Proposed Trustee
Darlene Anderson	Proposed Trustee

Facility

NDCHS II will be applying for co-location through the NYC DOE and, if denied, NDCHS II will appeal for rental assistance. The applicant group has visited four spaces in Jamaica, Queens, and two are already zoned for a school. In every case, the owner has agreed to a build out to meet the school's need to have Science, Art, and PE spaces.

Technical Modifications

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

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

- Should the Board of Regents approve and issue a charter to NDCHS II, the existing education corporation New Dawn Charter High School seeks Regents approval to operate both the NDCHS and the NDCHS II under the amended corporate name New Dawn Charter Schools. The Board of Trustees has modified the application as necessary for the consolidation of two or more existing corporations under a newly created education corporation.
- The applicant group has deleted and replaced all references to students who are 15 or younger with students who are 16 to 21 years of age throughout the application narrative including all attachments. This modification is necessary as students who are 15 years old

or younger are of compulsory age and do not fall within the category of over-aged and under-credited students.

- The applicant group has agreed to review and incorporate the forthcoming revisions to the State statute requiring a minimum 180 days of instruction. This modification is necessary to ensure that the high school will satisfy new requirements to have no less than 990 hours of instruction per year in the 2018-19 school year. Additionally, the applicant group has agreed to work with NYSED CSO staff to ensure that the school’s internship programs are aligned to academic standards, skills, and experiences and appropriately count towards toward instructional hours.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 27, indicating that the fiscal impact of NDCHS II on the district of location is expected to be nominal as summarized in Table 2 below.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁴⁷

Year	Number of Students Enrolled in Charter School Per Year ⁴⁸	Charter School Basic Tuition Rate ⁴⁹	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁵⁰	Total District General Fund Budget ⁵¹	Percent of District Budget
2019-20	150	\$14,527	\$2,179,050	\$38,000	\$24,300,000,000	0.0112%
2020-21	240	\$14,527	\$3,486,480	\$57,000	\$24,300,000,000	0.0153%
2021-22	340	\$14,527	\$4,939,180	\$76,000	\$24,300,000,000	0.0205%
2022-23	400	\$14,527	\$6,391,880	\$95,000	\$24,300,000,000	0.0251%
2023-24	550	\$14,527	\$7,989,850	\$133,000	\$24,300,000,000	0.0334%

⁴⁷ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁴⁸ Source: NDCHS II Application

⁴⁹ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁵⁰ These costs include specific revenue items including Special Education Revenue and Rental assistance.

⁵¹ As of this application’s submission, the NYC DOE’s FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYC DOE’s FY 18 Operating budget, found at: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by the Department’s State Aid Office. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the Department is assuming no growth in the district’s budget during the duration of the school’s charter.⁵²

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

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

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

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District - NYC CSD 27 (Queens)**

	Total District Enrollment: 45,292	
All Students (Grades 9-12 only)	9,631	
Students with Disabilities	1,593	17%
Limited English Proficient	1,353	14%
Economically Disadvantaged	7,253	75%

⁵² Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

Table 4. High School Graduation Rate and Outcomes

	District	NYS
<i>4 Year Outcome as of August (2013 Cohort)</i>		
<i>Graduation Rate</i>	70%	82%
<i>Local Diplomas</i>	6%	5%
<i>Regents Diplomas</i>	50%	44%
<i>Advanced Regents Diplomas</i>	15%	33%
<i>5 Year Outcome as of August (2012 Cohort) *</i>		
<i>Graduation Rate</i>	72%	85%
<i>Local Diplomas</i>	7%	6%
<i>Regents Diplomas</i>	53%	48%
<i>Advanced Regents Diplomas</i>	12%	32%

* Source: NYS 2012 Total Cohort - 5 Year Outcome as of August is from 11/11/2017 L2 data extraction.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on April 30, 2018, to solicit comments from the community concerning the proposed NDCHS II. Three members of the community were present. No one from the community provided comments at the hearing in support of or in opposition to the proposed application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁵³ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).

⁵³ Education Law §2852(2)(a).

- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁵⁴ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁵⁵ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school’s overall design, and which rigorously addresses the criteria outlined in the Department’s RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
 3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁵⁶ and will have a significant educational benefit to the students expected to attend the charter school.⁵⁷ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

⁵⁴ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

⁵⁵ Education Law §2852(2)(b).

⁵⁶ Education Law §2852(2)(c).

⁵⁷ As applicable pursuant to Education Law §2852(2)(d).

Recommendation

Based on NYSED's review and findings, it recommends that the New York State Board of Regents approve the proposal to establish the New Dawn Charter High School II to open in NYC CSD 27 in Queens, New York.



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department 2018 Round 1 Request for
Proposals to Establish Charter Schools Authorized by the Board of
Regents to establish the proposed:

RICHMOND PREPARATORY CHARTER SCHOOL

June 2018

Table 1: Summary of the Proposed School

Name of Charter School	Richmond Preparatory Charter School
Lead Applicant(s)	Deborah Miller
District of Location	NYC CSD 31(Staten Island)
Opening Date	Fall 2019
Projected Charter Term	September 1, 2019 – June 30, 2024
Management Company	Integration Charter Schools
Partners	None
Projected Enrollment and Grade Span during Charter Term	Year 1 (SY 2019-20): 6, 108 Year 2 (SY 2020-21): 6-7, 216 Year 3 (SY 2021-22): 6-8, 324 Year 4 (SY 2022-23): 6-9, 432 Year 5 (SY 2023-24): 6-10, 540
Mission Statement	<i>Mission Statement: Richmond Preparatory Charter School (RPCS) will provide a rigorous college preparatory education that equips and empowers students for success. RPCS will expect all students to graduate with a foundation to attend college and succeed in life. RPCS will welcome all students, especially those on the spectrum, and integrate all students in its classes and activities. Full integration of students will enable them to break down barriers throughout their daily academic and social experience and develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow.</i>

Richmond Preparatory Charter School (RPCS) will provide a fully integrated learning environment in which all students, including those with disabilities, prepare for college. An emphasis on computer science will enable all students to acquire critical 21st century skills. RPCS will partner with the College of Staten Island to develop a mentoring program in which CSI students on the Autism Spectrum work with RPCS students to prepare for college. And as rising seniors, all RPCS students will spend the summer at Wagner College, living in a college dormitory and taking college courses. This introduction to the college living experience will enable all students but especially those on the Autism Spectrum to better prepare for college and to with their families, make more informed decisions about college and career. In addition to a rigorous college preparatory program, all RPCS middle school students will take introductory courses in computer hardware, programming, game design and animation.

Key Design Elements

The key design elements for Richmond Preparatory Charter School are:

- Small Classes with a maximum of 18 students in a class;
- Rich staffing including a teacher (generally certified in both special education and academic content area) and teacher assistant in every class, supported by a team of Behavioral Health specialists; in-house Speech Language Pathologist and Director of Training and Evaluation;
- Challenging academic curricula and high expectations emphasizing college and career readiness for all students including those with ASD;
- Computer Assisted Instruction which includes specific learning activities prescribed for students, based on assessment of their skill needs by teachers who will guide the delivery of instruction and assignments;
- Wellness Curriculum to equip students with the tools that enable them to effectively manage the challenges that confront them in their lives, while providing research-based methods to improve the social, pragmatic and coping skills of all students, including those on the autism Spectrum;
- An innovative Computer Science Curriculum designed to provide students with hands on, technical learning to develop talents, passions and discover possible career paths while connecting to core curricular areas and strengthening problem-solving skills.
- Visual and Performing Arts Curriculum to enrich learning in core curricular areas, promote self-expression, build self-esteem, and develop talents through a computer science focus.
- Collegial Summer Experience at Wagner College for all rising seniors provides an immersive college living experience
- College of Staten Island peer mentoring program to support students in college preparation. This will include a mentoring program in which CSI students on the spectrum work with RPCS students to better prepare for college

Education Plan

At Richmond Preparatory Charter School, all students will be expected to learn and achieve at high levels regardless of prior academic achievement, economic disadvantage, or presence of special needs when provided with academic and social emotional supports that enable them to access a rigorous and viable curriculum. Anchored in the New York State Learning Standards, the school is specifically aiming at students who are living with Autism Spectrum Disorders (ASD) and other disabilities to be fully integrated in the school program. The fundamental premise that the needs of students living with ASD and other disabilities can be met within a fully integrated environment guides the development of the school. Richmond Preparatory Charter School does not intend to be exclusively a school for students with ASD, but rather it is a college preparatory program that will welcome and integrate students with ASD. The school proposes to fill a gap in services in students with, however it will not be possible to meet the needs of the entire population.

School culture

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

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

Special Populations and Related Services

The school will identify, locate and evaluate all students with disabilities in accordance with the Child Find mandate in order to ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE) which includes educational programs and related services designed to meet their specific needs. In order to ensure the implementation of the Child Find mandate, the school will use several methods to determine which children may be in need of special education services and should therefore be referred to the local CSE.

Richmond Preparatory Charter School will have consistent ongoing communication with all parents about both academic and behavioral concerns. In addition, scheduled weekly and monthly academic and behavioral meetings will be held with coaches, general education teachers, special education teachers, school leaders, and support staff in order to coordinate information, discuss concerns and communicate effectively.

Recruitment and Retention

NDCHS II is committed to equity and access for all students and will ensure that its student body will reflect the demographics of NYC CSD 31 and will implement a student recruitment plan to achieve this requirement.

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

Economically Disadvantaged Students: The opportunity to earn college credits while in high school at no cost for families should help the school recruit ED students. The school will target the most disadvantaged groups providing information material in multiple languages, and promoting

its inclusive, caring setting designed to meet the needs of all learners with the goal of providing students with rigorous instruction and access to a college education at no cost.

Students with Disabilities: The school's greatest resource in recruitment is the ever-growing body of parents and former parents who have been served by Integration Charter School's growing network of supports. The school will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system. Additional outreach will be conducted through youth-serving agencies and organizations with which John W. Lavelle Preparatory Charter School and New Ventures Charter School have already established collaborative relationships as organizations and resources throughout the borough that work specifically with students on the ASD spectrum. All outreach materials will affirmatively welcome students with disabilities, particularly those on the autism spectrum.

Community Outreach

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

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Deborah Miller	Proposed Board Chair
Jill Patel	Proposed Vice Chair
Bonnie Fritz	Proposed Trustee
David Lehr	Proposed Trustee
Eleni Tournaki	Proposed Trustee
Martin Krongold	Proposed Trustee
Robin Lefkowitz	Proposed Trustee

Facility

Integrated Charter Schools on behalf of Richmond Preparatory Charter School (RPCS) will request space from the New York City Department of Education. If NYC DOE cannot provide suitable space or space is denied, ICS on behalf of RPCS has engaged the real estate firm of Conway Towne to explore private facility options. A number of potential sites to house RPCS have been identified should co-location be denied.

Technical Modifications

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

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

- The applicant group has agreed to replace all generic references pertaining to the use of a weighted lottery or a tiered lottery with the NYSED Weighted Lottery Generator (NYSED WLJ). Prior to amendments made to the 2014 federal Non-Regulatory Charter Schools Program (CSP) Guidance, USDOE did not permit charter schools receiving CSP funds to weight admissions lotteries to favor certain student subgroups. Since 2014, the USDOE has permitted charter schools receiving CSP funds in New York State to only weight admissions using the [NYSED WLJ](#).
- The applicant group has agreed to eliminate all references to the use of a weighted lottery with the goal of serving a student population in which at least 40% of its incoming students have Individualized Education Plans (IEPs). This is tantamount to establishing set asides or quotas which is not permitted for charter schools receiving CSP Funds per USDOE.

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

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 31, indicating that the fiscal impact of the Richmond Preparatory Charter School on the district of location is expected to be nominal as summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁵⁸

Year	Number of Students Enrolled in Charter School Per Year ⁵⁹	Charter School Basic Tuition Rate ⁶⁰	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁶¹	Total District General Fund Budget ⁶²	Percent of District Budget
2019-20	108	\$14,527	\$1,562,916	\$678,550	\$24,300,000,000	0.009%
2020-21	205	\$14,527	\$2,978,035	\$1,287,988	\$24,300,000,000	0.017%
2021-22	293	\$14,527	\$4,256,411	\$1,840,881	\$24,300,000,000	0.025%
2022-23	345	\$14,527	\$5,011,815	\$2,167,590	\$24,300,000,000	0.030%
2023-24	392	\$14,527	\$5,694,584	\$2,462,885	\$24,300,000,000	0.033%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis calculated by the Charter School Office and approved by the Department’s State Aid Office. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the Department is assuming no growth in the district’s budget during the duration of the school’s charter.⁶³

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

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

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

⁵⁸ In order to conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁵⁹ Source: Richmond Preparatory CS Application.

⁶⁰ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis.

⁶¹ These costs include specific revenue items including Special Education Revenue.

⁶² As of this application’s submission, the NYC DOE’s FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYC DOE’s FY 18 Operating budget, found at: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

⁶³ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

**Table 3. 2016-17 Demographic Detail for Proposed District of Location:
New York City Community School District – NYC CSD 31 (Staten Island)**

	Total District Enrollment: 62,557	
All Students (Grades 6-12 only)	22,401	
Students with Disabilities	5,769	26%
Limited English Proficient	1,240	6%
Economically Disadvantaged	12,605	56%

**Table 4a. 2016-17 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 6-8 Aggregate</i>	47%	40%
<i>Grade 6 ELA</i>	39%	32%
<i>Grade 7 ELA</i>	50%	42%
<i>Grade 8 ELA</i>	52%	45%
<i>Math Grades 3-5 Aggregate</i>	35%	33%
<i>Grade 6 Math</i>	42%	40%
<i>Grade 7 Math</i>	39%	38%
<i>Grade 8 Math</i>	25%	22%

Table 4b. High School Graduation Rate and Outcomes

	District	NYS
<i>4 Year Outcome as of August (2013 Cohort)</i>		
<i>Graduation Rate</i>	80%	82%
<i>Local Diplomas</i>	7%	5%
<i>Regents Diplomas</i>	46%	44%
<i>Advanced Regents Diplomas</i>	27%	33%
<i>5 Year Outcome as of August (2012 Cohort) *</i>		
<i>Graduation Rate</i>	83%	85%
<i>Local Diplomas</i>	9%	6%
<i>Regents Diplomas</i>	48%	48%
<i>Advanced Regents Diplomas</i>	25%	32%

* Source: NYS 2012 Total Cohort - 5 Year Outcome as of August is from 11/11/2017 L2 data extraction.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on May 1, 2018 to solicit comments from the community concerning the proposed Richmond Preparatory Charter School. Fourteen members of the community were present, and ten individuals commented at the hearing all in support of the proposed application. No one spoke in opposition to the proposed application.

Findings

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

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.⁶⁴ This finding is based on the following, among other things:
 - The applicant has included in the application the information required by Education Law §2851(2).

⁶⁴ Education Law §2852(2)(a).

- The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,⁶⁵ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.⁶⁶ This finding is based on the following, among other things:
 - i. The presentation in the application of a sound description of key features that are core to the school’s overall design, and which rigorously addresses the criteria outlined in the Department’s RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
 - ii. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - iii. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - iv. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.
 3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act⁶⁷ and will have a significant educational benefit to the students expected to attend the charter school.⁶⁸ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

⁶⁵ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school’s charter agreement performance expectations.

⁶⁶ Education Law §2852(2)(b).

⁶⁷ Education Law §2852(2)(c).

⁶⁸ As applicable pursuant to Education Law §2852(2)(d).

Recommendation

Based on the NYSED's review and findings, it recommends that the New York State Board of Regents approve the proposal to establish the Richmond Preparatory Charter School to open in NYC CSD 31 on Staten Island, New York.