





TO: P-12 Education Committee

FROM: James N. Baldwin 

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

DATE: June 2, 2022

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

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

- **Brooklyn Laboratory Charter School** (Three-year renewal and revisions to amend the organizational chart and Key Design Elements).
- **Evergreen Charter School** (Three-year renewal).
- **Great Oaks Charter School** (Three-year renewal and a revision to amend a Key Design Element).
- **Mott Hall Charter School** (Three-year renewal and a revision to amend its organizational chart).
- **Neighborhood Charter School of Harlem** (Five-year renewal).
- **New Dawn Charter High School** (Five-year renewal and revisions to reduce its authorized enrollment from 500 to 400 students and amend its organizational chart).
- **Northside Charter High School** (Five-year renewal and revisions to increase its authorized enrollment from 400 to 420 students and amend its mission, its Key Design Elements, and its organizational chart).
- **South Bronx Classical Charter School IV** (Five-year renewal and revisions to increase its grade span by adding Grades 6-8 to its approved K-5 configuration with a corresponding enrollment increase from 372 to 405 students).

- **Urban Dove Team Charter School** (Five-year renewal and a revision to modify a Key Design Element).

Reason(s) for Consideration

Required by State statute.

Proposed Handling

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

Procedural History

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

Background Information

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

Related Regents Items

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

Brooklyn Laboratory Charter School

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

March 2017 [Merger, Enrollment, and Grade-Level Expansion Revisions](http://www.regents.nysed.gov/common/regents/files/317p12a6.pdf)
(<http://www.regents.nysed.gov/common/regents/files/317p12a6.pdf>)

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

April 2019 [First Renewal with Enrollment and Grade-Level Expansion Revision](http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf)
(<http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf>)

May 2020 [Enrollment Reduction Revision](https://www.regents.nysed.gov/common/regents/files/520bra5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra5.pdf>)

Evergreen Charter School

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

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

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

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

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

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

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

May 2021 [Organizational Structure Revision](https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf)
(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

Great Oaks Charter School

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

October 2014 [Comprehensive Management Service Revision](http://www.regents.nysed.gov/common/regents/files/1014p12a1_0.pdf)
(http://www.regents.nysed.gov/common/regents/files/1014p12a1_0.pdf)

April 2015 [Relocation Revision](http://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a6.pdf)
([http://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a6.p
df](http://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a6.pdf))

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

Mott Hall Charter School

December 2010 [Initial Charter](#)

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

February 2016 [Relocation Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

January 2017 [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

April 2018 [Key Design Element, Organizational Structure, and Enrollment Reduction Revisions](#)

(<http://www.regents.nysed.gov/common/regents/files/418p12a4.pdf>)

March 2019 [Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/319p12a1.pdf>)

Neighborhood Charter School of Harlem

September 2011 [Initial Charter](#)

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

March 2016 [Enrollment Expansion Revision](#)

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

March 2017 [First Renewal with Enrollment and Grade-Level Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

April 2019 [Enrollment Expansion Revision](#)

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

New Dawn Charter High School

September 2011 [Initial Charter](#)

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

May 2017 [First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/517p12a1.pdf>)

Northside Charter High School

January 2009 [Initial Charter](http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca4.htm)
(<http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca4.htm>)

February 2010 [Calendar, and Comprehensive Management Service Revisions](http://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca10.htm)
(<http://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210emsca10.htm>)

April 2013 [Name Change Revision](http://www.regents.nysed.gov/common/regents/files/413p12a2_0.pdf)
(http://www.regents.nysed.gov/common/regents/files/413p12a2_0.pdf)

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

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

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

South Bronx Classical Charter School IV

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

May 2018 [Merger Revision](https://www.regents.nysed.gov/common/regents/files/518p12a2.pdf)
(<https://www.regents.nysed.gov/common/regents/files/518p12a2.pdf>)

Urban Dove Team Charter School

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

October 2013 [Name Change Revision](http://www.regents.nysed.gov/common/regents/files/1013brca4.pdf)
(<http://www.regents.nysed.gov/common/regents/files/1013brca4.pdf>)

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

June 2017 [First Renewal with Comprehensive Management Service Revision](http://www.regents.nysed.gov/common/regents/files/617p12a2.pdf)
(<http://www.regents.nysed.gov/common/regents/files/617p12a2.pdf>)

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

May 2021 [Mission and Vision Revision](https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf)
(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

Recommendation

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

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

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

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

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

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

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

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

charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

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

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

Timetable for Implementation

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

Brooklyn Laboratory Charter School

Table 1: Charter School Summary

Name of Charter School	Brooklyn Laboratory Charter School
Board Chair	Martha Revenaugh
District of Location	NYC CSD 13 ¹
Initial Commencement of Instruction	Fall 2014
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 18, 2014 - June 30, 2019 • First Renewal: July 1, 2019 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • 2021-2022: Primary Classroom for Grades 7-12, and after-school programming for Grades 6-12: 77 Sands Street, Brooklyn NY 11201 - Private Space • 2021-2022: Primary Classroom for Grade 6, and physical education and after-school programming for Grades 6-12: 240 Jay Street, Brooklyn NY 11201 - Private Space
Innovative and Noteworthy Programs	<p>The school is dedicated to serving Brooklyn’s highest-need students regardless of academic level, English language proficiency, or disability with the goal of admission to, and success in, selective four-year colleges. Several key design elements of the academic and operational program differentiate it, including:</p> <ol style="list-style-type: none"> 1. Individualized learning facilitates, innovative, data-driven instruction, and personalized learning in and out of the classroom. 2. A focus on extended classroom time, high-dosage tutoring, and small group instruction to help the highest-need students achieve dramatic gains. 3. A focus on entrepreneurial learning empowers students to be ethical leaders in today’s innovation economy. 4. A successful academic option for complex learners and students for whom the school has not worked well - including those with Individualized Education Plans, learning differences, and other social-emotional needs.
Recommended Material Revisions	<ul style="list-style-type: none"> • To amend the charter school’s organizational chart. • To remove the Key Design Element: “No Excuses School Culture” and replace it with: “High Expectations School Culture”; and fundamentally alter the following Key Design Elements: “Effective Instruction”; “Extended Learning Time”; “Data-driven Instruction”; and “Next Generation Learning and Assessment.”
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/blab2022renrpt.pdf

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

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	607	710	770

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Recommended Enrollment	770	770	770

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA assessments in SY 2018-2019. However, a variety of indicators observed on-site and over the course of the charter term have been used to inform NYSED regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year. During this charter term, Brooklyn Laboratory Charter School graduated its inaugural class in 2021 at rates that exceeded the state’s graduation rates for all student subgroups.

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

Material Revisions:

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

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement for the following reasons. Key Design Elements were revised with stakeholder input, including school families, and this will help ensure that all share a common and consistent understanding of the school’s vision to create and maintain an environment and community that supports students to thrive and cultivates academic and behavioral well-being. The revision to the school’s organization chart aims to ensure that the school maintains a well-functioning organizational structure and clearly delineated roles for staff, management, and board members, so that it may have the systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Performance Framework Ratings:

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

**2019 Charter School Performance Framework Benchmark Ratings²
Brooklyn Laboratory Charter School**

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets

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

2019 Performance Benchmark		Level
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Monitoring and Oversight:

During the school’s current charter term, the NYSED Charter School Office (CSO) conducted the following site visits:

- Year 1: Mid-Term
- Year 2: Check-In
- Year 3: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: The CSO issued a Notice of Deficiency based on academic and enrollment deficiencies resulting from 2019-2020 school year data. The school was required to submit a CAP to provide strategies to implement to address those deficiencies.
- Year 2: The CSO liaison and school continued to discuss the CAP and the effectiveness of the strategies.
- Year 3: The CSO liaison and school continued to discuss the CAP and the effectiveness of the strategies.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Although the current trajectory of this school’s academic achievement as measured by state assessments is unknown due to the pandemic, an Approaches rating was made based on the school’s pre-pandemic academic outcomes, details of which are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

BROOKLYN LABORATORY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	7	7	11	4	52%	53	.	59	21%
	Mathematics	13	14	4	2	18%	60	.	48	23%
	Science	.	.	.	.	.	.	.	80	0%

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

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Brooklyn Laboratory Charter School has strengthened and refined its collection and use of both quantitative and qualitative performance data to inform new curriculum selections and more targeted pedagogical coaching.

BM 3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has expanded upon its SEL programming, particularly regarding Brooklyn Laboratory Charter School’s “Success Coaching” program that ensures personalized attention for each student, and the addition of the school’s first chief culture officer.

Key Performance Area: Organizational Soundness

BM 4: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school remains strong and appears to be in very good financial condition. However, the school should monitor student enrollment and the impact of not meeting enrollment projections on the school’s future financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

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

has been consistent as a Meets. The school's external, independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

BM 6: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The Brooklyn Laboratory CS Board of Trustees continues to partner with governance experts who have helped it implement high-quality practices such as annual planning and an aligned evaluation protocol to hold the school's executive director accountable. However, based on the information provided, the board has not always ensured that school management complies with all the legal and administrative requirements of its charter agreement.

BM 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. In terms of growth, school leadership and the board of trustees have deployed additional funds to increase teacher compensation, strengthen school culture for staff, and decrease the rate of teacher attrition.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Brooklyn Laboratory Charter School is to prepare students with the academic foundation, digital literacy, and ethical leadership skills they need to excel in college and professional life.

The Key Design Elements (KDEs) are (1) Rigorous college preparatory curriculum; (2) Effective Instruction; (3) Focus on college-level reading and writing; (4) Extending learning time; (5) Entrepreneurial learning; (6) Building productive, engaged, and active citizens; (7) No Excuses school culture; (8) Data-driven instruction; (9) Next Generation learning and assessment; and (10) Family Partnership.

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. The school is currently implementing a version of its KDEs that has yet to be officially approved by the CSO. In order to correct this, the school has submitted a material revision to its KDE as part of its renewal application.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been an Approaches. It improved in part and declined in part. For example, the school has made consistent progress toward meeting its subgroup enrollment and retention targets, but in SY 2020-2021 fell below the CSO's overall enrollment threshold of 85 percent. The school reports that a flood that occurred in February 2019 had a negative impact on its student enrollment. In addition, "All Students" retention has been below that of NYC CSD 13 and NYC CSD 17 for the duration of the charter term thus far: twenty percentage points below NYC CSD 13 in SY 2019-2020 and twenty-two percentage points below NYC CSD 13 in SY 2020-2021. Subgroup retention rates have also been lower than those of NYC CSD 13 and NYC CSD 17.

Efforts to recruit and retain students in the economically disadvantaged (ED), English language learner (ELL), and students with disabilities (SWD) populations include:

- Applying community organizing techniques such as canvassing and seeking relationships with local businesses and faith-based institutions to establish a greater presence within surrounding CSDs.

- Nurturing feeder patterns from area elementary and middle schools that serve similar target demographics.
- Developing and implementing a systematic process for evaluating recruitment and outreach strategies and program services for each subgroup and making strategic improvements as needed.
- Analyzing recruitment metrics such as leads generated and contacted, and the percentage of those leads that convert into applicants and students enrolled.
- Reviewing enrollment data and outreach strategies at each monthly board of trustees meeting.

BM 10: Over this charter term, the trajectory for this benchmark has declined from an Approaches to a Falls Far Below. This decline was due to non-compliance regarding reporting and the timely submission of documents and data required by the state and federal government; violations of Open Meeting Law; failure to submit charter revision requests and implementing charter revisions without NYSED approval; and violating state education law by educating students in the same grade at separate school buildings. In the school’s current charter term, Brooklyn Lab has been placed on corrective action plans, including one by the NYSED Office of Child Nutrition, and has undertaken appropriate corrective action when required and/or as requested. Brooklyn Lab has added a staff member to assist with compliance-related activities. Brooklyn Lab will also be required to complete an action plan, subject to NYSED CSO review and approval, outlining steps towards improvement in this area that the school has taken and will take during the next charter term.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 28, 2021. Sixty-eight people attended, and 15 spoke. Fifteen were in favor of the renewal and revision. None were opposed.

A second public hearing was held by the New York City Department of Education on March 24, 2022. Twelve people attended, and 12 spoke. Twelve were in favor of the renewal and revision. None were opposed.

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

- Thirteen letters of support from Brooklyn Laboratory Charter School staff.
- Eight letters of support from Brooklyn Laboratory Charter School board members and advisors.
- Five letters of support from parents/families.
- Seven letters of support from students.

Evergreen Charter School

Table 1: Charter School Summary

Name of Charter School	Evergreen Charter School
Board Chair	Gil Bernardino
District of location	Hempstead Union Free School District (HUFSD) ³
Initial Commencement of Instruction	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 13, 2009 - January 12, 2014 • First Renewal: January 13, 2014 - June 30, 2014 • Second Renewal: July 1, 2014 - June 30, 2017 • Third renewal: July 1, 2017 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • ES (K-Grade 1): 605 Peninsula Boulevard, Hempstead -- Private Space • ES (Grades 2-4): 120 Greenwich Street, Hempstead – Private Space • MS/HS (Grades 5-10): 990 Holzheimer Street, Franklin Square - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • In addition to providing Spanish language in each grade, and weaving Hispanic culture, heritage, and the arts throughout the school day, Evergreen also serves a high number of English language learners and successfully helps them develop English proficiency. • The program’s appreciation for the Earth goes beyond the science class; it is integrated throughout school-wide activities and initiatives and is reflected in the physical infrastructure as well – from the incorporation of “green” strategies such as conserving energy and water, to the actual construction and renovation projects that are developed with mindfulness of energy usage and environmental impact.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/evergreenren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

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

³ Twenty-four percent of all students residing in this district attend charter schools.

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K - Grade 11	K - Grade 12	K - Grade 12
Total Proposed Enrollment	975	1100	1100

* This enrollment plan was approved by the Board of Regents in April 2020 (see Related Regents Items, above).

Rationale for Renewal Recommendation

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

Renewal:

During the current charter term, the school has compiled a record of Meeting eight of the performance benchmarks in the Framework, including Benchmarks 1 and 9, and at the time of the renewal, analysis is Approaching one and Falling Far Below one performance benchmark.

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

- Evergreen Charter School (ECS) currently serves kindergarten through Grade 10, but the most recent New York State Testing Program (NYSTP) Grades 3-8 Assessment data is from school year (SY) 2018-2019, since state assessments were not administered in SY 2019-2020 due to the COVID-19 pandemic, and 2020-2021 data are based on limited student participation in state assessments.
- ECS received a “Meets” rating for BM 1 on the CSO 2020 ECS Mid-term Site Visit Report, and from SYs 2015-2016 to 2018-2019 state assessment data show student proficiency rates at significant double-digit percentage points above HUFSD.
- The 2018-2019 administration of the NYSTP 3-8 Assessments for ELA showed “all student” proficiency at 23 percentage points above the district of location (DoL); SWD proficiency at 15 percentage points above the DoL; and ELL proficiency at 20 percentage points above the DoL.
- Proficiency data from the 2018-2019 NYSTP 3-8 Assessments in mathematics showed performance of “all students” 20 percentage points above the DoL; SWD proficiency in math was seven percentage points above the DoL, and ELL proficiency was 18 percentage points above the DoL.

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

Performance Framework Ratings:

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

**2015 Charter School Performance Framework Rating⁴
Evergreen Charter School**

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

⁴ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

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

Monitoring and Oversight:

During the school’s current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Check-In
- Year 3: Mid-Term
- Year 4: Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: N/A
- Year 3: N/A
- Year 4:
 - The NYSED CSO issued a Notice of Deficiency based on a pattern from 2017-2018 through 2019-2020 Annual Report reviews of scheduling and holding fewer than twelve board meetings annually, with the school’s website showing eleven meetings planned for 2020-2021. The school was required to submit a CAP to provide strategies to be implemented to address the deficiency.
 - The NYSED CSO issued a Notice of Concern based on 2019-2020 enrollment data showing the school’s failure to enroll a comparable number of ELLs when compared to the district of location, failure to follow charter school revision requirements, and as per the 2020 Annual Report having two uncategorized, uncertified teachers.
- Year 5: The CSO liaison and school continue to discuss the effectiveness of the CAP strategies to address the deficiency.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been a Meets, due to consistently high student proficiency rates relative to the district of location. Details of these results are provided in the “Rationale for Renewal Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

EVERGREEN CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	41	83	95	71	57%	55	5	.	83%
	Mathematics	63	88	75	66	48%	50	8	.	83%
	Science	6	18	38	29	74%	8	.	26	73%

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

BM 2: Over this charter term, the trajectory for this benchmark has been a Meets, due to consistently effective instructional practices, careful curricular planning, attention to standards-based and data-driven instruction, and generally strong student supports.

BM 3: Over this charter term, the trajectory for this benchmark has declined from an Exceeds to a Meets. The school still has consistently high levels of family and community engagement, a nurturing and supportive school culture, and careful attention to student and family social-emotional needs.

Key Performance Area: Organizational Soundness

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

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

BM 6: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches based on the need for developed capacity and expertise in K - Grade 12 instruction and school management.

BM 7: Over this charter term, the trajectory for this benchmark has improved to a Meets, due to the school’s effective academic leadership team and its healthy professional climate.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Evergreen Charter School is to nurture the intellectual, physical, and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and life.

The Key Design Elements are (1) Second language instruction in Spanish for all grades; (2) Integration of ecology throughout the curriculum and culture with the recurring theme of “reduce, reuse, recycle”; (3) To foster healthy life choices within a child-centered, environmentally-friendly school; (4) Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction; and (5) Planning and instruction utilizing the workshop model of instruction.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. ELL enrollment remains below the district of location for most years of the charter term, albeit within the single-digit range.

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

- Changing messaging as necessary.
- Investing more resources in student recruitment.
- Increasing outreach efforts and advertising.
- Monitoring provision of services for diverse learners.
- Maintaining relationships with community and faith-based organizations.
- Continuing to translate outreach materials and communications.

BM 10: Over this charter term, the trajectory for this benchmark has declined from an Approaches to a Falls Far Below, due to non-compliance or lack of oversight regarding revision requests, facility use, school policy documents, and attention to board requirements, including board conflict of interest and financial disclosure forms. Several of these non-compliance issues are covered by the Notice of Deficiency and Notice of Concern issued by the CSO in Year 4 of the school’s current charter term. The school submitted a CAP and has met virtually with the CSO to update progress. Evergreen will also be required to complete an action plan, subject to NYSED CSO review and approval, outlining steps towards improvement in this area that the school has taken and will take during the next charter term.

Summary of Public Comment

The required public hearing was held by the Hempstead Union Free School District on October 12, 2021. Ninety people attended and 10 spoke. Two were in favor of the renewal. Three were opposed.

Great Oaks Charter School

Table 1: Charter School Summary

Name of Charter School	Great Oaks Charter School
Board Chair	Susan Akselrad
District of Location	NYC CSD 1 ⁵
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 26, 2013 - June 30, 2018 • First Renewal: July 1, 2018 - June 30, 2022
Comprehensive Management Service Provider	Great Oaks Foundation
Facilities	38 Delancey Street, New York, NY 10002 - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Great Oaks Charter School (GO-NYC) partners with AmeriCorps to develop a Fellows program, which is a cadre of tutors to support students. Students spend at least 100 minutes every day working either in a small group (four or fewer) or individually with a tutor. By providing a small learning environment, students are able to receive more individual and adult face time than they would in a traditional school setting. • The tutors also provide a teacher-training pipeline for the school. During the remote and hybrid learning periods, due to the COVID-19 pandemic, the Fellows program became essential to the school continuing a small learning environment and having frequent and consistent communication with students and their families, providing both academic and social-emotional supports.
Recommended Material Revisions	<ul style="list-style-type: none"> • To revise a Key Design Element to modify the length of the school day and school year to better meet the needs of students and families, while continuing to have a longer school day and school year than the district of location.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/greatoaksren2022.pdf

Table 2: Current Approved Grade Levels and Enrollment⁶

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022
Grade Configuration	Grades 6-9	Grades 6-10	Grades 6-11	Grades 6-12
Total Approved Enrollment	300	399	498	573

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

⁶ Due to concerns about facilities and the effects of the COVID-19 pandemic, the school delayed implementation of its high school grades. As a result, the school plans to submit a request to revise its enrollment pattern.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment⁷

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grades 6-12	Grades 6-12	Grades 6-12
Total Proposed Enrollment	573	573	573

Rationale for Renewal and Revision Recommendation

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

Renewal:

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

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

- In 2018-2019 this school had overall growth and maintaining proficiency rates of 36 percent in ELA and 28 percent in math.
- During the charter term, GO-NYC has been designated as a school in Good Standing under New York State criteria as defined by the Every Student Succeeds Act.

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

Material Revision:

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because students will continue to have more time on task and opportunities for remediation and enrichment.

⁷ In the fall of 2022, the school plans to submit a revision request to the NYSED CSO for its enrollment pattern.

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

Performance Framework Ratings:

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

**2015 Charter School Performance Framework Benchmark Ratings⁸
Great Oaks Charter School**

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Approaches
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Approaches
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Approaches

⁸ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

2015 Performance Benchmark		Level
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Monitoring and Oversight:

During the school’s current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Mid-Term
- Year 3: Check-In
- Year 4: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: NYSED issued a Notice of Deficiency in March 2019 based on 2017-2018 ELA and math proficiency rates below those of NYC CSD 1, the district of location. The school was required to submit a CAP and continues to work on addressing these academic deficiencies.
- Year 2: NYSED issued a Notice of Deficiency in February 2020 based on 2018-2019 and 2019-2020 academic deficiencies related to its students’ ELA and math proficiency. The school had to update its CAP to provide strategies used to address these ongoing academic deficiencies.
- Year 3: The 2020-2021 ELL enrollment for this charter school is under-counted due to a reporting error. The CSO liaison continues to work with the school on the implementation of its CAP.
- Year 4: The school continues to work on its CAP with the CSO liaison, re-evaluating the effectiveness of the strategies outlined in the CAP, revising as necessary.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been positive, having improved from a Falls Far Below to an Approaches. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

GREAT OAKS CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	29	25	11	7	25%	193	.	1	27%
	Mathematics	30	17	9	5	23%	205	.	.	23%
	Science	22	.	.	.	0%	.	.	81	21%

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

BM 2: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets, due to an increase in teacher professional development and organizational and curriculum changes.

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

Key Performance Area: Organizational Soundness

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

BM 5: See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark is an Approaches, as a number of findings were identified by the independent auditor. The board indicated that it took a three-pronged approach in addressing these findings by implementing systems, structures, and staffing changes with support from the CMO. The CSO continues to monitor this situation.

BM 6: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches, due to issues with the board’s oversight of fiscal operations dating back to 2018, despite having a finance committee as part of its committee structure.

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

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The school’s mission is “Great Oaks Charter School will prepare our students to succeed in college by obtaining a four-year degree. We will accomplish this by combining high academic and behavioral expectations for our students with an extraordinary level of individual attention to each student’s needs through tutoring.”

The Key Design Elements are: (1) High academic and behavioral expectations through rigorous academics and character building; (2) Excellent classroom instruction which provides rigorous, college-preparatory instruction while connecting with each student as an individual; (3) Fostering positive relationships among school staff, tutors, students and families; (4) Individualized lessons via high-dosage tutoring through the Tutor Corps; (5) Partnership with New York University’s Steinhardt School of Education to support a teaching career ladder and professional development; (6) Small school size; (7) More time on task, through a longer school day and year and additional supports; (8) Data-driven instructional practices to inform teaching and learning; and (9) Focus on English language learners and other at-risk student populations to reach English proficiency and ultimately move on to college success.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Targeted mailings with materials in both English and Spanish to elementary schools and community organizations.
- Onsite and virtual information sessions with Spanish-speaking staff members.
- MTA digital ads in communities with high proportions of ELLs.
- The school reports that it has a Parent Ambassador program to engage committed parents in conducting outreach in their communities.
- The school also cites partnerships with other local district and charter elementary schools, along with local community organizations such as Grant Street Settlement, and churches such as St. Mary’s, and presenting at the local Community Board, as part of its recruitment strategy.
- According to the renewal application, GO-NYC utilizes its AmeriCorps partnership and tutoring program to further tailor and individualize student support, which remains a key component of the school’s retention strategies. The school leadership team spoke about the enrollment and retention challenges due to the COVID-19 pandemic, with many families and students leaving NYC, but that they saw strong retention in the upper grades, with 75 percent of the school’s 8th graders choosing to return to GO-NYC for the school’s first cohort of 9th grade in the 2021-2022 school year.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches, due to issues related to not posting required documents on its school website, teacher certification and fingerprint clearance issues, and policy issues. Great Oaks will also be required to complete an action plan, subject to NYSED CSO review and approval, outlining steps towards improvement in this area that the school has taken and will take during the next charter term.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on September 27, 2021. Twenty-four people attended, and three spoke. Three were in favor of the renewal and revision. None were opposed.

Mott Hall Charter School

Table 1: Charter School Summary

Name of Charter School	Mott Hall Charter School (MHCS)
Board Chair	Natalie Thompson
District of Location	NYC CSD 9 ⁹
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 27, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Facilities	1260 Franklin Avenue, Bronx - Public Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • In a dedicated effort to meet with needs of ELL families, the school staff worked with charter support organizations to send information about the school’s remote adult English as a Second Language Initiative, which provided Zoom classes for adults across the city. The school reached over 100 registrants and enabled the school to be seen as a partner in education for their ELL students and adults. • The school is now offering a Civics class to families to support their citizenship process.
Recommended Material Revisions	To revise the school’s organizational chart to better reflect roles and responsibilities.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/motthallren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	280	280	280

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Proposed Enrollment	280	280	280

⁹ Twenty-two percent of all students residing in this district attend charter schools.

Rationale for Renewal and Revision Recommendation

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

Renewal:

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

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

- For 2018-2019, this school was 29 percent proficient in ELA, +1 percentage point above the district of location, and 34 percent proficient in math, +10 percentage points above the district of location. The school was -16 below the NYS proficiency rate for ELA and -8 percentage points below for math.
- During the three-year charter term, Mott Hall Charter School has been designated as a school in Good Standing under New York State criteria as defined by the Every Student Succeeds Act.

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

Material Revision:

Approving the revision request will result in a significant educational benefit to the students expected to attend the charter school and likely improve student learning and achievement because it will clarify roles and responsibilities of staff to better focus on academics and social-emotional needs of students.

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

Performance Framework Ratings:

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

2019 Charter School Performance Framework Benchmark Ratings¹⁰
Mott Hall Charter School

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

¹⁰ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

During the school’s current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Check-In
- Year 3: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: The CSO issued a Notice of Concern based on failing to enroll a comparable number of ELLs when compared to the district of location
- Year 3: The CSO issued a Notice of Deficiency with a requirement to submit a CAP based on governance, organizational, and legal compliance deficiencies.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Although pre-pandemic there was a decline in both trending toward proficiency and overall proficiency on the New York State 3-8 ELA and math Assessments, the NYSED CSO does not have recent state assessment data for any elementary or middle schools. Therefore, the rating for this benchmark remains a Meets. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

MOTT HALL CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	.	.	.	.	.	271	.	2	0%
	Mathematics	.	.	.	.	.	271	.	2	0%
	Science	.	.	.	.	.	.	.	102	0%

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

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

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

Key Performance Area: Organizational Soundness

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

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

BM 6: Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to governance issues outlined in the school's Notice of Deficiency sent by the CSO on December 13, 2021, for which the school submitted a CAP.

BM 7: Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches, due to governance issues outlined in the school's Notice of Deficiency sent by the CSO on December 13, 2021, for which the school submitted a CAP. The board acknowledged issues with the operations team, school leadership, and sharing information with the board. The board will be revising the school's organizational structure and will re-develop the hiring, onboarding, and transition process.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.

The Key Design Elements are: (1) 21st Century Teaching and Learning Model (2) Proficiency; (3) Special Population Support; (4) College and Career Readiness Program; (5) Social and Emotional Health Programming.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over the current charter term, the trajectory for this benchmark has been consistent as an Approaches.

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

- Outreach to parent coordinators of elementary schools in the school's district of location.
- Distribution of admissions information to local community-based organizations, shelters, clinics, libraries, churches, and food bank.
- Collaboration with local schools on community events.
- Attendance at local community board meetings by MHCS parents.
- Online information session options through Facebook and Instagram Lives and Zoom meetings.

BM 10: Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to the non-compliance issues outlined in the school’s Notice of Deficiency issued by the CSO in December 2021. The school submitted a CAP and has met virtually with the CSO to update progress.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on September 27, 2021. No one attended and no one spoke.

The school received three parent testimonials, not specific to either the renewal or the revision.

Neighborhood Charter School of Harlem

Table 1: Charter School Summary

Name of Charter School	Neighborhood Charter School of Harlem (NCSH)
Board Chair	Patricia J. Sousloff
District of Location	NYC CSD 6 ¹¹
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 20, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • Grades 2 - 8: 691 Saint Nicholas Avenue, NY, NY 10030 - Private Space • K - Grade 1: 421 West 145th Street, NY, NY 10031 - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • The Autism-Spectrum Disorders (ASD) Program and orderly and supportive school culture are unique in this NYC CSD. The ASD Program is carefully designed to provide a supportive environment for children with social-cognitive learning challenges, combined with a rigorous academic program. The founders of NCS hoped and predicted that many of the structures and supports incorporated in the ASD classes would benefit all students, and this has turned out to be the case. • The Daily Hands-on Science combines a rigorous academic program with opportunities to develop independent learning and critical thinking. Science classes are led by dedicated science teachers and are designed to build students' content knowledge and critical thinking skills, using a hands-on, inquiry-based curriculum. To help other local schools adopt similar science programs, NCSH has hosted professional development sessions for nearby charter schools on how to build a daily, experiment-based science program.
Recommended Material Revisions	None
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/ncshren2022-.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	439	504	680	680	680

¹¹ Twenty-one percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	680	680	680	680	680

Rationale for Renewal Recommendation

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

Renewal:

During the current charter term, the school has compiled a record of Meeting and currently Exceeding Benchmark 1, and at the time of the renewal analysis is Approaching Benchmark 9 and Benchmark 10 and Meeting eight other performance benchmarks in the Framework.

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

- Note that NCSH was located in NYC CSD 5 prior to 2019 and is now located in NYC CSD 6. Therefore, comparisons to both NYC CSD 5 and 6 are included. As per Attachment 1, the school has consistently achieved double digit differentials significantly above both NYC CSD 5 and NYC CSD 6 for all students, SWDs, ELLs, and ED students in both ELA and math from 2015-2016 through 2018-2019.
- During the charter term, NCSH has been designated as a school in Good Standing under New York State criteria as defined by the Every Student Succeeds Act.

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

Performance Framework Ratings:

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

2015 Charter School Performance Framework Benchmark Ratings¹²
Neighborhood Charter School of Harlem

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

¹² Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

During the school's current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Check-In
- Year 3: Mid-Term
- Year 4: Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school's charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: N/A
- Year 3: The CSO issued the school a Notice of Deficiency in February 2020 because the school failed to enroll a comparable number of ELLs compared to NYC CSD 5. The school was required to submit a CAP to discuss its strategies to address this deficiency.
- Year 4: The school continued to work with the CSO liaison to address the deficiency.
- Year 5: The school continued to work with the CSO liaison to address the deficiency, re-evaluating the effectiveness of the implementation of the strategies.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the current charter term, the trajectory for this benchmark has improved from a Meets on its 2019-2020 mid-term site visit report to an Exceeds on this renewal site visit report. Previously, on the school's 2016-2017 renewal site visit report, this benchmark rating was an Exceeds. Details of these results are provided in the "Rationale for Renewal Recommendation" section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	.	1	.	.	0%	.	444	6	0%
	Mathematics	.	1	.	.	0%	.	444	4	0%
	Science	.	.	.	.	.	.	.	142	0%

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

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

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

Key Performance Area: Organizational Soundness

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

BM 5: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

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

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Neighborhood Charter School of Harlem is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who include children with high-functioning Autism-Spectrum Disorders (ASD), will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college-preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.

The Key Design Elements are: (1) A specialized program of supports for high functioning children with ASD in an inclusive setting (2) Collaborative team teaching with two certified teachers in each classroom (3) Rigorous academic program (4) A “no-excuse” approach to school design, with a focus on social emotional learning (5) Longer school day and year (6) Extensive teacher professional development and specialized training (7) A partnership with YAI Autism Center to identify and screen children with signs of ASD in community early childhood programs.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark declined from a Meets to an Approaches. The school has improved its ELL enrollment from 8 percent to 13 percent, but it remains -22 percentage points below NYC CSD 6.

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

- The school participates in the charter school common application.
- Sends mailings to organizations that serve target groups and all families with kindergarten and first grade aged children in the district of location.
- Advertises across all social media platforms and holds virtual information sessions with local pre-schools that serve children with disabilities.
- Since NCSH struggles to enroll ELLs, the efforts the school noted specifically for that subgroup include translating recruitment materials, mailings, and application in Spanish and French, and having Spanish-speaking staff available at all information session to translate. In addition, the school's website has a translate feature that allows the site to be translated into Spanish, French, and Chinese, among other languages.
- During the school leadership team focus group, the team discussed the challenges of not being able to hold in-person tours in the 2019-2020 school year due to the COVID-19 pandemic and stated they are working on a project to develop a video about the school to attract families.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. Based on the 2020-2021 Annual Report, the school had uncategorized, uncertified teachers and did not submit required links to critical documents on its website. The school is working with the CSO to address these issues.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 7, 2021. Forty-four people attended and 17 spoke. Seven were in favor of the renewal. None were opposed.

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

- The school leader received three staff letters.

New Dawn Charter High School

Table 1: Charter School Summary

Name of Charter School	New Dawn Charter High School
Board Chair	Ronald Tabano
District of Location	NYC CSD 15 ¹³
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 5, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Facilities	242 Hoyt St, Brooklyn, NY 11217 - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • New Dawn Charter High School (NDCHS) is just one of four transfer high schools in CSD 15. • NDCHS is unique in that we do not turn away students who are qualified to attend a NYC public high school if space is available nor place any admissions caps on students regarding accumulated high school credits and Regents no matter what their age. • Through our recuperative strategies, we have been successful in re-engaging students in their own futures and thus motivating them to stay in high school so that they will graduate with a Regents or Local Diploma, prepared to move forward on their individual paths—be it post-secondary education or the work force. • Our operational support for student success is unique. We believe that all staff should have direct contact with students and feel the responsibility for their success. First, every staff member is a mentor with a group of students assigned to them.
Recommended Material Revisions	<ul style="list-style-type: none"> • A revision to reduce the charter school’s authorized enrollment from 500 to 400 students. • A revision request to amend the charter school’s organizational chart to reflect significant changes.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/newdawnchsren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	500	500	500	500	500

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

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Proposed Enrollment	400	400	400	400	400

Rationale for Renewal and Revisions Recommendation

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

Note that this school is chartered to serve over age/under credited students, and all information presented here should be contextualized as such.

Renewal:

During the current charter term, at the time of the renewal analysis, the school is Meeting Benchmark 1, Approaching Benchmarks 9 and 10, and Meeting the seven other performance benchmarks in the Framework.

A variety of indicators observed on site and over the course of the charter term have been used to inform NYSED regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- New Dawn CHS is a Transfer School as defined in Commissioner’s Regulations 100.21(vii): A transfer high school means a high school in which the majority of students upon their first enrollment in the high school had previously attended Grade 9 or higher in another high school or a high school in which the majority of students attained age 16 or higher in the year in which the students first entered Grade 9, or a school in which more than 50 percent of currently enrolled students are ELLs.
- A comparison of the graduation rates by cohort in year four and year six shows the impact of the school on student outcomes.

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

Material Revisions:

Approving the revision requests to reduce the school’s authorized enrollment and amend the organizational chart will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because it will allow the school to continue to provide a high-quality option for overage, under-credited students in Brooklyn.

The proposed reduction in enrollment would not displace any currently enrolled students; rather, it would bring the school’s charter more closely in line with its current enrollment pattern.

Performance Framework Ratings:

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

**2015 Charter School Performance Framework Benchmark Ratings¹⁴
New Dawn Charter High School**

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

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

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

Monitoring and Oversight:

During the school’s current charter term, the NYSED CSO conducted the following site visits:

- Year 1: NA
- Year 2: Desk Audit
- Year 3: Mid-Term
- Year 4: Remote Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: The NYSED CSO issued a Notice of Deficiency based on ELL enrollment deficiency. The school presented a CAP that was resolved in March 2022.
- Year 3: N/A
- Year 4: N/A
- Year 5: N/A

Throughout the charter term, the CSO had issued a Notice of Deficiency for a host of informal complaints received.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been improved from an Approaches to a Meets. It has improved its graduation rates and Regents passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above.

BM 2: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. This is due to stronger support and better graduation rates for SWDs at the school and a renewed, coordinated approach to support all students, and SWDs and ELLs in particular.

BM 3: Over the charter term, the trajectory for the benchmark has been consistent as a Meets. The CSO site visit team observed that the school offers family and student outreach programs and support, along with student counseling.

Key Performance Area: Organizational Soundness

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

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

BM 6: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The board introduced a strategic plan that is used to review and fine-tune school practices and to address the school's challenges.

BM 7: Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets. The school continues to have an experienced staff that indicated that they feel well supported.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The school's mission is "New Dawn Charter High School will provide over-age and under-credited students 15 to 21 years of age including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) interventions for those with fewer than 11 credits, and for those with 11 or more credits; 2) internships in the community and 3) college enrollment."

The Key Design Elements are: (1) A literacy-rich general education program; (2) An intensive Grade 9 intervention program for students with fewer than eleven credits; (3) A daily advisory to address social-emotional needs; (4) Balanced instruction integrated into the workshop model; (5) A pre-college program following completion of internships; (6) A longer school year of at least 200 days beginning in Year 2 (214 days); (7) A daily common planning time and professional development; (8) Regularly embedded professional development in the classroom.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. During the visit, all teachers and staff were prepared to explain how the Key Design Elements were implemented, and implementation was evident in observed classrooms.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, with strengths in serving subgroups; but overall enrollment challenges were identified at both the mid-term and renewal site visits.

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

- Referrals.
- Home visits.
- Partnerships with neighboring schools and nonprofit organizations which have already been successful in recruiting at-risk student populations.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches, due to the late submission of required documents in its renewal application, submission of inaccurate teacher certification information in two of its Annual Reports, and fingerprint clearance issue for one hire. The CSO had issued a Notice of Deficiency for a host of informal complaints received. In its renewal application, the school described adjustments it has made to address compliance concerns. The CSO will continue to work with the school on these issues.

Summary of Public Comment

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

Northside Charter High School

Table 1: Charter School Summary

Name of Charter School	Northside Charter High School
Board Chair	Kaley Childs Karaffa
District of Location	NYC CSD 14 ¹⁵
Initial Commencement of Instruction	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 13, 2009 - January 12, 2014 • First Renewal: January 13, 2014 - June 30, 2014 • Second Renewal: July 1, 2014 - June 30, 2017 • Third Renewal: July 1, 2017 - June 30, 2022
Facilities	424 Leonard Street, 4th Floor, Brooklyn, NY - Public Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Through our academic program, which includes opportunities for taking college-level courses while still in high school, we prepare students for the rigor of college. Our approach to instruction—using the Modern Classrooms method—is data-driven and highly individualized, allowing all students to access our curriculum. • Our advisory program is our hallmark method of supporting the social-emotional needs of our students. This program allows advisors to develop a meaningful understanding of students’ needs and provide personalized guidance. • From the beginning of their time at NCHS, students are encouraged to attend college and receive individualized support to help them achieve acceptance to their desired college program. Dedicated college counseling staff help students create a plan that reflects their aspirations and throughout their career at NCHS, students are introduced to a range of postsecondary possibilities and are encouraged to create strategies that will help them realize their goals.
Recommended Material Revisions	<ul style="list-style-type: none"> • To increase the charter school’s authorized enrollment from the currently approved 400 students to 420 students. • To amend the charter school’s mission from “The Mission of Northside Charter High School is to provide a 9-12 educational program that results in mastery of the New York State Learning Standards, high school graduation, and acceptance to colleges and universities of choice by all students” to “The Mission of Northside Charter High School is to provide an enriching and innovative learning environment whereby students achieve postsecondary readiness.” • To amend the charter school’s organizational chart to reflect significant changes by adding a Communications and Community Engagement Manager, an Assistant Director of Operations, and a SIS Administrator/Data Analyst. • To amend the Key Design Elements: “Performance equal to or exceeding NYS Mandated Requirements for Graduation.”

¹⁵ Fifteen percent of all students residing in this district attend charter schools.

	<p>“Exhibition of Longitudinal Knowledge,” “Participation in the Youth Development Framework,” “Performance equal to or exceeding NYS Mandated Requirements for Graduation,” “Participation in Ongoing Evaluation and Analysis Processes,” “Instruction and Other Activities of a Highly Qualified Teaching Staff,” and “Support for Appropriate Instructional and Administrative Technology” and replace them with: “Performance Driven Accountability”, “A Rigorous Program Designed for Postsecondary Success”, “Advisory Model”, “Participation in Ongoing Evaluation and Analysis Processes”, “Instruction and Other Activities of a Highly Qualified Teaching Staff”, and “Instructional Technology.”</p>
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/northsideren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	400	400	400	400	400

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Proposed Enrollment	420	420	420	420	420

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

A variety of indicators observed on site and over the course of the charter term have been used to inform NYSED regarding the efficacy of the school's academic program in SY 2019-2020 through the current academic year.

- The school achieved good graduation rates overall. Graduation rates for all students and ED students have been well above 75% and above the state average.
- Graduation rates for SWDs have also been above 75% in most years (100% for 2020-2021) and well above the average for SWDs statewide.
- Third Year On-Track to Graduate rates have been above 75% as per charter agreement for all students and ED students in most years, and below 75% in most years for SWDs and ELLs.

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

Material Revisions:

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because the Key Design Elements will be better aligned to the school's mission, vision, and current practices.

Approving the revision to the school's organization chart will result in a significant educational benefit to students because as the school has grown, additional staff are needed to provide the academic and operational capacity needed to support students. A marginal increase in enrollment will provide more quality seats for students in the district.

Performance Framework Ratings:

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

2015 Charter School Performance Framework Rating¹⁶
Northside Charter High School

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

¹⁶ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Monitoring and Oversight:

During the school's current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Check-In
- Year 3: Mid-Term
- Year 4: Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school's charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: N/A
- Year 3: The NYSED CSO issued a Notice of Deficiency regarding the school's issues with compliance with Individualized Education Program (IEP) services. The school was required to submit a CAP to address those issues.
- Year 4: The NYSED CSO issued a continuing Notice of Deficiency regarding the school's issues with IEP services (from 2019-2020). The school continued to implement its CAP and discussed with the CSO liaison the effectiveness of its strategies.
- Year 5: The CSO liaison and the school continue to discuss the CAP.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the school's performance trajectory for this benchmark has been consistent as a Meets. Details of these results are provided in the "Rationale for Renewal and Revisions Recommendation" section, above.

BM 2: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. It has experienced some changes as the school has evolved its strategic priorities, brought on new leadership, changed curriculum, and experienced significant staff turnover.

BM 3: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. It still has some opportunities for improvement in use of data. The school has met the standard throughout the charter term. NCHS has consistently provided strong social and emotional supports for students, including during the COVID-19 pandemic, and the school effectively engages families and community and has made recent improvements by hiring more bilingual staff. School leadership recognizes the need for growth in sharing data with families.

Key Performance Area: Organizational Soundness

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

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

BM 6: Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Its governing board has shown strong performance and oversight. The board of directors demonstrate the skills, experience, and capacity to govern the school, and most members have served for the duration of the charter term.

BM 7: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school has had significant leadership and staffing changes over the past three years, including entering the 2021-2022 school year. NCHS is emerging from a transition phase in terms of its mission, curriculum, and staff, and while systems are developing, the school is in the process of establishing a strong professional climate that centers students consistent with its mission.

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission of the Northside Charter High School is "to provide a nurturing, yet rigorous 9-12 educational environment that endorses high expectations, fosters life-long learning and results in mastery of the New York State Learning Standards, high school graduation and acceptance to colleges and universities of choice by all students."

The Key Design Elements are: (1) Performance Driven Accountability; (2) Exhibition of Longitudinal Knowledge; (3) Participation in the Youth Development Framework; (4) Performance equal to or exceeding NYS Mandated Requirements for Graduation; (5) Participation in Ongoing Evaluation and Analysis Processes NCHS involves all members of the school community including parents, students, staff and administration to ensure that the school's educational goals are being met; (6) Participation in NYCDOE School Survey provides data to address instructional, parent partnership, and school culture elements; (7) Support for Appropriate Instructional and Administrative Technology. All NCHS students will be provided with the technological resources necessary for learning, communicating, creating, and accessing information; and (8) Instruction and Other Activities of a Highly Qualified Teaching Staff NCHS seeks to support teachers with continuous and rigorous professional development.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. While it has been difficult to fully assess, given the move between in-person and remote learning and the significant changes to staff and program over the past two years, most elements of the school's mission and key design elements have been evident throughout the charter term.

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The school has consistently reached targets in terms of overall enrollment and enrollment of SWDs and students eligible for free and reduced priced lunch; however, the school has consistently not met its target for ELLs.

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

- Door-to-door canvassing.
- Attendance at fairs.
- More Spanish-language materials.
- During remote focus groups, school leadership and students both highlighted that the school has hired more bilingual staff to support outreach with families who do not speak English. The school has also developed more robust supports for current students to support retention efforts. This was discussed in the focus groups, and the school presented the outreach efforts carried out by the administration and the teachers to promote student engagement and retention.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This was due to the school posting a video related to the earth science lab practical stations for the Regents exam—a potential security issue, since this a secure part of our state assessment. Moreover, there were several problems with the school’s August 2021 Annual Report, including stating the wrong mission, confusion with the KDEs, problems with the board approvals, missing disclosures, poor board member attendance, a high number of uncertified teachers, uncategorized teachers, and problems with the org chart and calendar. Most of these problems have now been rectified.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 4, 2021. Sixty-seven people attended and three spoke. Three were in favor of the renewal and revisions. None were opposed.

A second required revision public hearing was held by the New York City Department of Education on May 9, 2022. Twelve people attended, and three spoke. Three were in favor of the revision. None were opposed.

South Bronx Classical Charter School IV

Table 1: Charter School Summary

Name of Charter School	South Bronx Classical Charter School IV (SBCCS IV)
Board Chair	Ingrid Bateman
District of Location	NYC CSD 7 ¹⁷
Initial Commencement of Instruction	August 2017
Charter Term	Initial Charter: August 1, 2017 - June 30, 2022
Facilities	<ul style="list-style-type: none"> • Temporary Space: 3458 Third Avenue, Bronx, New York 10456 – Private Space was used until October 2020 • Permanent Space: 757 Concourse Village West, Bronx, New York 10451 - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • South Bronx Classical Charter School IV is a high-performing K-8 public charter school that offers Latin, debate and character education. Despite serving students deemed 'at-risk', it currently outperforms over 95% of schools in the state. • We have a laser sharp focus on curriculum and instruction, which involves a culture of researching best practices and innovations in the field. • We do not have a principal; instead, we hire (or promote), develop, and place school directors, instructional coaches, deans of students, grade-team leaders, and operations managers in our schools to fully support the development of all staff and scholars. We empower our senior leadership and management, which has fostered real engagement and strong results.
Recommended Material Revisions	<ul style="list-style-type: none"> • To increase the current grade span to add Grade 6 through Grade 8 to the school's currently approved kindergarten through Grade 5 configuration. • To increase the charter school's authorized enrollment from the currently approved 372 students to 405 students.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/sbccsren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	124	186	248	310	372

¹⁷ Thirty-one percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	315	360	405	405	405

Rationale for Renewal and Revisions Recommendation

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

Renewal:

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

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

- According to the school’s renewal application, “Since NYSTP 3-8 assessments were canceled in the 2019-2020 school-year due to COVID, interviewed teachers described shared curriculum calendars aligned to scope and sequences. In 2019-2020, SBCCS IV third and fourth grade scholars took their very first state assessments in the 2020-2021 school-year.” SBCCS IV, being a relatively new school, had no assessment results prior to the pandemic.
- Although there was no comparative data for the district of location due to the impacts of the COVID-19 pandemic, on the 2020-2021 NYSTP 3-8 Assessments, 75 percent of Grade 3 students were proficient in ELA and 97 percent were proficient in math. For Grade 4 students, 83 percent were proficient in ELA and 67 percent were proficient in math. More than half of students tested for both ELA and math in Grade 4 scored at Level 4. Overall participation rates were 93 percent for ELA and 90 percent for math.

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

Material Revisions:

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement

because it will expand the school’s original mission. The proposed enrollment revision would initially bring the school’s charter more closely in line with its current enrollment pattern (without displacing any current students) and would eventually provide more quality seats for students in the Bronx.

Performance Framework Ratings:

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

**2015 Charter School Performance Framework Rating¹⁸
South Bronx Classical Charter School IV**

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

¹⁸ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

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

Monitoring and Oversight:

During the school’s current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Desk Audit
- Year 3: Mid-Term
- Year 4: Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Year 1: N/A
- Year 2: N/A
- Year 3: The NYSED CSO issued a Notice of Deficiency based on SBCCS IV’s enrollment of SWDs (12 percentage points below the district of location) and low overall enrollment (less than eighty-five percent). The school was required to submit a CAP to provide strategies to be used to address these deficiencies.
- Year 4: The CSO liaison and school continue to discuss the effectiveness of the implementation of the CAP strategies.
- Year 5: The CSO liaison and school continue to discuss the effectiveness of the implementation of the CAP strategies.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark

is unknown due to the COVID-19 pandemic, a Meets rating was made using NYSED data summarizing the NYSTP 3-8 ELA and Math Assessments. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	1	13	22	30	79%	.	4	1	93%
	Mathematics	4	7	15	38	83%	4	.	3	90%
	Science	.	.	3	25	100%	.	.	3	90%

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

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

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

Key Performance Area: Organizational Soundness

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

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

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

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

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission is South Bronx Classical Charter School IV prepares K-8th grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

The Key Design Elements are: (1) Classical Framework; (2) Rigorous and Organized Curriculum; (3) Effective Teaching; (4) Structured Environment; (5) Development of Respectful, Compassionate, and Productive Citizens; and (6) Family Engagement.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, due to consistent under-enrollment, particularly for SWD students. The school was not always prompt in providing requested documentation or reports in a timely fashion.

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

- Multiple flyers sent to parents.
- Advertisements in Spanish newspapers.
- Marketing in local evaluation centers and pre-schools.
- Interviewed board members also noted initiatives to increase SWD and ELL enrollment including targeted marketing, bilingual staff, and pre-school visits.
- Interviewed teachers noted the new backfilling policy required assessing incoming students and figuring out their needs as they arrived.

BM 10: Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to the fact that the school is out of compliance with fingerprint clearance and teacher certification requirements. SBCCS IV will also be required to complete an action plan, subject to NYSED CSO review and approval, outlining steps towards improvement in this area that the school has taken and will take during the next charter term.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 6, 2021. Two people attended, and one spoke. One was in favor of the renewal and revisions. None were opposed.

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

- Presentations to local community organizations including Mott Haven Community Partnership Program and South Bronx Churches.
- Flyers about the SBCCS IV were distributed around the South Bronx. All flyers were in English, Spanish, and other common languages that are spoken in the district.

Urban Dove Team Charter School

Table 1: Charter School Summary

Name of Charter School	Urban Dove Team Charter School
Board Chair	Michael Grandis
District of Location	NYC CSD 22 ¹⁹
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 27, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Comprehensive Management Service Provider	Urban Dove, Inc.
Facilities	1256 E 21 st St, Brooklyn, NY 11210 - Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • Urban Dove Team Charter School (UDT) utilizes a sports-based youth development model that fosters leadership skills, collaboration and focuses on the accomplishment of tasks and skill mastery to support overage students who have not experienced success in their previous school. • Through close relationships with coaches, students are able to overcome challenges and achieve academic success. • During the remote site visit focus group, parents noted the frequent and diligent outreach by school staff and remarked that staff supported parents and families in addition to relaying positive feedback on their student. • Restorative Justice Model. • Strong social-emotional supports.
Recommended Material Revisions	Revise the school’s charter to modify the length of the school day to better meet the needs of the students and families, while continuing to have a longer school day than the district of location.
Link to Charter School Renewal Report	http://www.nysed.gov/common/nysed/files/programs/charter-schools/udtcsren2022.pdf

Table 2: Current Grade Levels and Approved Enrollment

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

¹⁹ Ten percent of all students residing in this district attend charter schools.

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)	Ungraded (high school)
Total Proposed Enrollment	305	305	305	305	305

Rationale for Renewal and Revision Recommendation

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

Note that this school is chartered to serve over age/under credited students, and all information presented here should be contextualized as such.

Renewal:

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

A variety of indicators observed on site and over the course of the charter term have been used to inform NYSED regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- During the charter term, UDT has been designated as a school in Good Standing under New York State criteria as defined by the Every Student Succeeds Act.
- In the submitted 2020-2021 Annual Report, UDT reports that it has met all of its seven academic goals.
- In the school’s charter application narrative for Benchmark 1, the school notes that, over the charter term, it has seen an increase in pass rates for Annual Regents exams in algebra, ELA and global history.
- For the 2013, 2014, and 2015 cohorts, graduation rates for 4-year to 6-year increased from an average of 15 percent to 46 percent—an average increase of +31 percentage points.
- Given the target population of the school, the school measures retention of its students as a metric for the success of its academic program (see Benchmark 9 for more information on student retention). The school compares enrollment of students, disaggregated by credits accumulated prior to enrollment in the school. Per self-reported data, 70 percent of 15-year-old students who entered the school with fewer than 11 credits have continued at the school. Forty-six percent of 16-year-old students who entered the school with fewer than 11 credits and who had not passed one Regents exam have also continued attending the school. Sixty-nine percent of 16-year-old students who entered with one or more passing Regents score have maintained their enrollment.
- The school also notes that its eligibility requirements differ from most of NYC’s transfer high schools, in that UDT enrolls those students who have the longest path to graduation, entering

the school with fewer than eight credits at age 16 or younger. Many of UDT’s students have been turned away from other transfer high schools that require students to have more credits upon enrollment.

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

Material Revision:

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

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because it will enable the school to continue implementing a longer school day than the district of location, while allowing for flexibility to meet the needs of students and families they serve.

Performance Framework Ratings:

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

**2015 Charter School Performance Framework Benchmark Ratings²⁰
Urban Dove Team Charter School**

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets

²⁰ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

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

Monitoring and Oversight:

During the school's current charter term, the NYSED CSO conducted the following site visits:

- Year 1: Check-In
- Year 2: Check-In
- Year 3: Mid-Term
- Year 4: Check-In
- Year 5: Renewal

NYSED CSO took the following actions during the school's charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies

and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.

- Years 1 - 5: N/A: The CSO did not issue a notice to the school during this charter term.

Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

Key Performance Area: Educational Success

BM 1: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the course of this charter term, the trajectory for this benchmark remained a Meets. Since the mid-term site visit, and in consultation with BoR-authorized charter transfer high schools and national organizations, the CSO has engaged in a multi-year process to identify appropriate metrics for the evaluation of transfer high schools, which include comparison of the 4-year to the 6-year graduation rate. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section, above.

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

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

Key Performance Area: Organizational Soundness

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

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

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

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

Key Performance Area: Faithfulness to the Charter and Law

BM 8: The mission is “Urban Dove Team Charter School energizes, educates, and empowers young people through our network of UD Team Charter Schools serving over-age under-credited high school students. UD Team’s innovative model uses sports, teams, restorative practices, and mentoring to create a culture of high expectations and shared responsibility. By instilling our core values of

Teamwork, Leadership and Communication, we develop our students into confident young adults ready to reach their full potential.”

The Key Design Elements are: (1) Sports-based Youth Development; (2) Support Services; (3) More time on Task; (4) Same Sex Groupings; (5) Multiple Intelligences; (6) Differentiated Instruction; and (7) Targeted Interventions.

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

BM 9: See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches because the school relocated in 2020 to NYC CSD 22, which has a higher percentage of ELL enrollment as compared to the school’s previous district of location, NYC CSD 13. It is important to note that the school successfully retained 88 percent of its students when it relocated.

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

- Outreach to schools within the area as well as outside the district, community presentations, open houses etc.
- UDT establishes referral relationships with youth centers and social service agencies that may come into contact with overage, under-credited students.
- All recruitment materials are available in Spanish and other languages.
- The renewal application discusses the school’s efforts to recruit ELL students, describes their past success in ELL enrollment at the prior location and asserts that the COVID-19 pandemic has hampered its efforts to meet their enrollment target for ELLs. The school commits to all of its previous efforts to recruit ELL students being in full effect at its new location.

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

Summary of Public Comment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School

Performance Framework is designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law, while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public schools.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school (See [8 NYCRR §119.7](http://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<http://www.nysed.gov/charter-schools/charter-school-regulations-1197>)). The recommendations in this document were made after a full due-diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIIMonitoringPlan.html) (<http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIIMonitoringPlan.html>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.