



TO: P-12 Education Committee

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

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

DATE: June 1, 2023

AUTHORIZATION(S): *Betty M...*
SUMMARY

Issue for Decision

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

- **Bronx Academy of Promise Charter School** (Five-year renewal with a decrease in authorized enrollment from 815 to 615 and a revised mission statement)
- **VOICE Charter School of New York** (Three-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at its June 2023 meeting.

Procedural History

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

Background Information

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

Related Regents Items

Bronx Academy of Promise Charter School

February 2008: [Initial Charter](#)
(<https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca10.htm>)

February 2013: [First Renewal](#)
(<https://www.regents.nysed.gov/sites/regents/files/213p12a2%5B1%5D.pdf>)

March 2013: [Second Renewal](#)
(<https://www.regents.nysed.gov/sites/regents/files/313p12a5%5B1%5D.pdf>)

June 2018: [Third Renewal and Enrollment Revision](#)
(<https://www.regents.nysed.gov/sites/regents/files/618p12a2.pdf>)

June 2020: [Revision to increase authorized enrollment from 615 to 815](#)
(https://www.regents.nysed.gov/common/regents/files/720bra2_0.pdf)

VOICE Charter School of New York

January 2008: [Initial Charter](#)
(<http://www.regents.nysed.gov/Summaries/0108summary.htm>)

January 2013: [First Renewal](#)
(http://www.regents.nysed.gov/common/regents/files/213bra2_0.pdf)

March 2013: [Second Renewal](#)
(<http://www.regents.nysed.gov/common/regents/files/413bra2.pdf>)

March 2017: [Revision to authorized enrollment from 650 to 810 students](#)
(http://www.regents.nysed.gov/common/regents/files/417bra2_0.pdf)

March 2018: [Third Renewal](#)
(<https://www.regents.nysed.gov/report/mar-2018/p-12-education>)

Recommendation

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

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

VOTED: That the Board of Regents finds that **VOICE Charter School of New York** (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 **VOICE Charter School of New York** as proposed by the Chancellor of the New York City Department of Education, and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

Timetable for Implementation

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

Bronx Academy of Promise Charter School

Table 1: Charter School Summary

Name of Charter School	Bronx Academy of Promise Charter School (BAOP)
Board Chair	Michael Carrion
District of Location	NYC CSD 9 ¹
Initial Commencement of Instruction	Fall 2008
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter Term: 02/12/2008 – 02/11/2013 • First Renewal: 02/12/2013 – 06/30/2013 • Second Renewal: 07/1/2013 - 06/30/2018 • Third Renewal: 07/1/2018 – 06/30/2023
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 1349 Inwood Avenue, Bronx, NY 10452 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • BAOP is a community learning environment based on the belief that the school is one family, and each family member is an important piece of the puzzle. • Common grade level planning time is built into the daily schedule where teachers collaborate within data teams to provide individualized instruction in both English language arts (ELA) and math. • Most academic support services, such as Academic Intervention Services (AIS) and those for English language Learners (ELLs), are pushed into the classrooms. • A variety of faculty-led committees meet to plan numerous events supporting the academic, emotional, and social well-being of all the BAOP family. • Yearly events, such as Fall Festivals, the Sweetheart Dance, and the annual Family Survey Celebration help to support the home-school connection.
Recommended Material Revisions	<ul style="list-style-type: none"> • Reduce authorized enrollment from 815 to 615 • Revise the mission statement

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

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	615	615	715	765	815

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	615	615	615	615	615

Rationale for Renewal Recommendation

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

Renewal:

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Revision:

- The school’s application to increase enrollment from 615 to 815 was approved in spring 2020, prior to the COVID-19 pandemic. As a result of the pandemic, the school elected to not move forward with its planned expansion. This revision returns the school to its pre-pandemic authorized enrollment.

- The school has requested to change the mission statement from

The mission of the Bronx Academy of Promise Charter School is to educate each student to high learning standards using a curriculum that emphasizes information about the various career choices available to them. The school will prepare students to succeed in high school, make informed decisions about a direction for their careers, and become productive citizens. The school will provide a comprehensive academic curriculum with character and career education integrated into the subject areas. The curriculum will promote excellence in all areas: cognitive, social, emotional, and moral development. Students will experience learning gains each school year to attain learning proficiency, and the community, parents, and staff will participate meaningfully in the school to continuously improve its potential for success.

to

Our mission is to educate each student to high learning standards by providing them with a comprehensive academic curriculum with character and career education integrated into all academic areas. We recognize the value of each student as an integral member of the school community.

in order to streamline the statement and allow greater flexibility in enacting its chartered programming.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2021-2022): Annual Comprehensive Review (ACR) visit
 - Year 5 (2022-2023): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

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

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State average through the 2021-2022 school year.

Academic Program: BAOP uses Engage NY, ReadyGen Phonics, and 6+1 Trait Writing. For math, the school uses enVision and supplements from Engage NY. For social studies, BAOP uses the My World curriculum for lower grades and McGraw Hill for middle school. The school uses Elevate Science and McGraw Hill for

its science curriculum. The school’s curricular resources also support a spiral approach to covering standards, part of their chartered design.

Individualized instruction for all students forms the foundation of the school’s academic program. Push-in support is an integral component of success for all students, including ELLs, SWDs, ED students, and other students who need additional assistance to help them succeed. During the COVID-19 pandemic, the school continued to use small group instruction daily to meet students’ individual needs. In the current term, the school has initiated changes to its academic program to target student mastery, increase the alignment of standards among core subjects, and offer additional social-emotional support for students. The school attributes these improvements while keeping with the core of individualized instruction, to positive academic outcomes in its third charter term.

Academic Program for students with disabilities and English language learners (ELL): BAOP provides a comprehensive program for SWDs and ELLs that includes: academic intervention staff, co-teaching, Special Education Teacher Support Services (SETSS), a child study team, and tutoring. In the 2022–2023 school year, BAOP employs three ELL teachers who provide daily push-in and pull-out support services for ELLs, primarily through small-group instruction. All teachers integrate literacy skills and language development with core content instruction using differentiated strategies. The school develops strong connections between the home and school, such as by providing parent workshops in Spanish and using technology, like Class Dojo, to communicate with families in their native language.

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

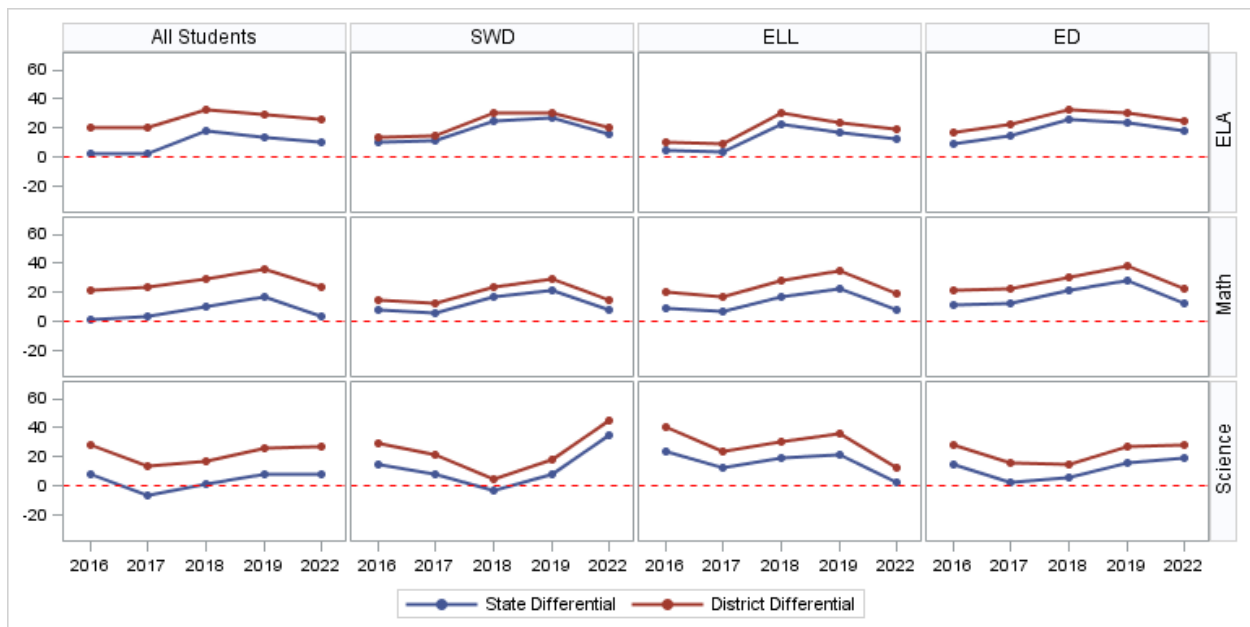


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Bronx Academy of Promise CS	NYC CSD 9	District Differential	NYS	NYS Differential	Bronx Academy of Promise CS	NYC CSD 9	District Differential	NYS	NYS Differential
All Students	2015-2016	41%	21%	+20	38%	+3	40%	18%	+22	39%	+1
	2016-2017	42%	22%	+20	40%	+2	44%	20%	+24	40%	+4
	2017-2018	63%	30%	+33	45%	+18	55%	26%	+29	45%	+10
	2018-2019	59%	30%	+29	45%	+14	64%	28%	+36	47%	+17
	2021-2022	57%	31%	+26	47%	+10	43%	19%	+24	39%	+4
SWD	2015-2016	19%	5%	14	9%	+10	21%	6%	+15	13%	+8
	2016-2017	22%	7%	+15	11%	+11	20%	7%	+13	14%	+6
	2017-2018	42%	11%	+31	17%	+25	35%	11%	+24	18%	+17
	2018-2019	42%	11%	+31	15%	+27	39%	10%	+29	18%	+21
	2021-2022	32%	12%	+20	16%	+16	22%	7%	+15	14%	+8
ELL	2015-2016	18%	8%	+10	13%	+5	29%	9%	+20	20%	+9
	2016-2017	16%	7%	+9	12%	+4	26%	9%	+17	19%	+7
	2017-2018	48%	17%	+31	25%	+23	46%	18%	+28	29%	+17
	2018-2019	42%	18%	+24	25%	+17	54%	19%	+35	31%	+23
	2021-2022	41%	22%	+19	29%	+12	33%	14%	19	25%	+8
ED	2015-2016	37%	20%	+17	28%	+9	39%	18%	+21	28%	+11
	2016-2017	45%	22%	+23	30%	+15	42%	19%	+23	29%	+13
	2017-2018	62%	29%	+33	36%	+26	56%	25%	+31	34%	+22
	2018-2019	60%	30%	+30	36%	+24	65%	27%	+38	37%	+28
	2021-2022	55%	30%	+25	37%	+18	41%	18%	+23	28%	+13

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

Use of Data/Ability to Monitor Progress

BAOP assesses student performance frequently. The assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The assessment program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. Teachers are expected to use a variety of assessments and to know how to apply and integrate assessment data to improve student performance on the school’s standards-based curriculum requirements. Teachers are expected to use assessment strategies to assist in ensuring progress. For example, teachers will assess students’ readiness to learn, modify instruction based on assessed student performance, employ performance-based assessment approaches, assist students in maintaining work folders and/or portfolios of individual work, and review assessment results to improve students’ academic performance. To accomplish this, the school uses i-Ready, enVision Math Readiness assessments, Fountas & Pinnell reading, and other assessments.

Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below). As a result of the school's decision to not move forward with the expansion for which the school had been approved starting in the 2020–2021 school year, the school has submitted a revision request to decrease its authorized enrollment.

Table 5: Aggregate Enrollment: Reported vs Contracted

Hyde Leadership CS - Brooklyn	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	615	579	94%
2018-2019	615	599	97%
2019-2020	615	601	98%
2020-2021	715	589	82%
2021-2022	765	589	77%
2022-2023	815	550	67%

The school is within seven percentage points of the district of location for enrollment of SWDs and has increased enrollment of those students during the charter term. The school is within three percentage points of the district of location for economically disadvantaged students. The school is fifteen percentage points below the target for enrollment of ELLs (see Table 6 below). However, when compared with schools within one mile, the school is five percentage points below the target (see Table 7 below). The school has a student admissions preference for siblings of current students and students and families residing within Community School District 9.

The school is exceeding all retention targets for aggregate retention (see Table 8 below).

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

	SWD			ELL			ED		
	Bronx Academy of Promise CS	NYC CSD 9	Differential to District	Bronx Academy of Promise CS	NYC CSD 9	Differential to District	Bronx Academy of Promise CS	NYC CSD 9	Differential to District
2017-2018	17%	25%	-8	22%	30%	-8	89%	94%	-5
2018-2019	16%	28%	-12	19%	30%	-11	94%	94%	0
2019-2020	18%	28%	-10	16%	30%	-14	96%	94%	+2
2020-2021	21%	29%	-8	21%	30%	-9	93%	95%	-2
2021-2022	22%	29%	-7	15%	30%	-15	92%	95%	-3

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

	ELL		
	Bronx Academy of Promise Charter School	Schools Within 1 Mile	Differential to District
2021-2022	15%	20%	-5

Table 8: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Bronx Academy of Promise CS	NYC CSD 9	Differential to District	Bronx Academy of Promise CS	NYC CSD 9	Differential to District	Bronx Academy of Promise CS	NYC CSD 9	Differential to District	Bronx Academy of Promise CS	NYC CSD 9	Differential to District
2017-2018	94%	84%	+10	95%	84%	+11	97%	86%	+11	95%	84%	+11
2018-2019	94%	83%	+11	93%	84%	+9	96%	85%	+11	95%	83%	+12
2019-2020	91%	83%	+8	91%	82%	+9	86%	85%	+1	91%	83%	+8
2020-2021	95%	87%	+8	91%	88%	+3	93%	88%	+5	95%	87%	+8
2021-2022	92%	79%	+13	90%	79%	+11	88%	80%	+8	92%	80%	+12

Legal Compliance

BAOP operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law, and the school is on track to meet its condition around board governance.

Essential Question 3: Is the school financially viable?

Financial Condition

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

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. None of these short-term indicators were below target in the current charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; none of these long-term indicators were below target in the current charter term.²

Financial Management

The NYCDOE reviewed BAOP's audited financial statements from the 2018–2019, 2019–2020, 2020–2021, and 2021–2022 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 12, 2022, for the renewal, and on April 3, 2023, for the renewal and revision. Twenty-two people attended the first hearing, and ten spoke. Ten were in favor of the renewal. No one was opposed. Twenty-four people attended the second hearing, and four spoke. Four were in favor of the renewal and revision. No one was opposed. No one submitted the written comment.

² These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

VOICE Charter School of New York

Table 1: Charter School Summary

Name of Charter School	VOICE Charter School of New York
Board Chair	Casey Lamb
District of Location	NYC CSD 30 ³
Initial Commencement of Instruction	Fall 2008
Charter Term(s)	<ul style="list-style-type: none"> • Initial Charter Term: 01/15/2008 – 01/14/2013 • First Renewal: 01/15/2013 – 06/30/2013 • Second Renewal: 07/1/2013 - 06/30/2018 • Third Renewal: 07/1/2018 – 06/30/2023
Comprehensive Management Service Provider	<ul style="list-style-type: none"> • None
Facilities	<ul style="list-style-type: none"> • Grades K-2: 37-15 13th Street, Queens, NY 11101 – NYCDOE Space • Grades 3-8: 36-14 12th Street, Queens, NY 11106 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • A collaborative, team-based Professional Learning Community (PLC) structure. The PLC approach encourages collaboration by providing multiple preparatory periods each day, during which teachers work as teams. This is facilitated by teaching assistants who assist with classroom coverage. • VOICE ensures students have access to content knowledge through deep experiences in rigorous music, visual arts, science, and physical education. • K-4 students have access to weekly instruction in social-emotional skills such as resolving conflict and managing feelings as well as targeted small group instruction. Middle school students have advisory three times a week to support their emotional growth and work towards long-term goals. • Learners vary in their preferences and responsiveness to different methods and modes of instruction. In addition to direct instruction, the methods and modes might also include digital and virtual learning options, collaboration with peers, and text and video analysis, among many others.
Recommended Material Revisions	<ul style="list-style-type: none"> • None

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

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	810	810	810	810	810

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	810	810	810

Rationale for Renewal Recommendation

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

- During the current charter term, the school has compiled a compelling record of strong student and community engagement and a partial record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Because the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

Monitoring and Oversight:

- During the school’s current charter term, the NYCDOE conducted the following site visits:
 - Year 4 (2021-2022): Annual Comprehensive Review (ACR) visit
 - Year 5 (2022-2023): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

Summary of Evidence for Renewal

The school's math proficiency rates were above the district of location and the State average in all years of the charter term except the 2021–2022 school year, with a post-pandemic decline consistent with many other schools. In math, the school met or exceeded the district of location and the State in all years of the charter term, in aggregate and for students with disabilities (SWDs); English language learners (ELLs); and economically disadvantaged (ED) students, with the exception of ED students in the 2021–2022 school year. The school's proficiency rates for English language arts (ELA) did not meet the district of location and have declined in all years of the charter term, falling below the State average in the 2018–2019 school year. Performance outcomes for SWDs, ELLs, and ED students in ELA did not meet the district of location in the 2018–2019 school year and declined further in the 2021–2022 school year, though these results did continue to exceed the State average.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding 3-8 math and ELA aggregate and subgroup student performance on State assessments compared to the district of location and State averages through the 2021–2022 school year.

Academic Program: VOICE Charter School of New York (VOICE) uses the following curricula:

- ELA: K-5 – Wit & Wisdom; 6-8 – Teacher-created curriculum
- Math: K-5 – Eureka Math; Ready NY
- Social Studies: Teacher-created curriculum
- Science: K-5 – Amplify Science; 6-8 Investigating & Questioning Our World Through Science & Technology
- Music: Kodály method; New York State Standards for Music

Academic Program for students with disabilities and English language learners (ELL): Classrooms use visuals (pictures, charts, graphic organizers, word walls, etc.) to complement whole group lessons. In order to bolster other techniques in the classroom, ELLs in lower elementary grades may also use a computer program, such as Imagine Learning, in order to build literacy skills and English vocabulary. All programming, including afterschool and enrichment programs, is designed with ELL students in mind. For example, there are opportunities to develop content knowledge through activities such as chess and musical theater, as well as to bolster oral language skills through teamwork in athletics. VOICE's music program supports ELL students by exposing them to a variety of repertoire, most of which is in English. This provides opportunities to acquire vocabulary and become familiar with idioms and colloquialisms. Through repetition and the addition of pitch and inflection, students practice speaking as an ensemble.

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

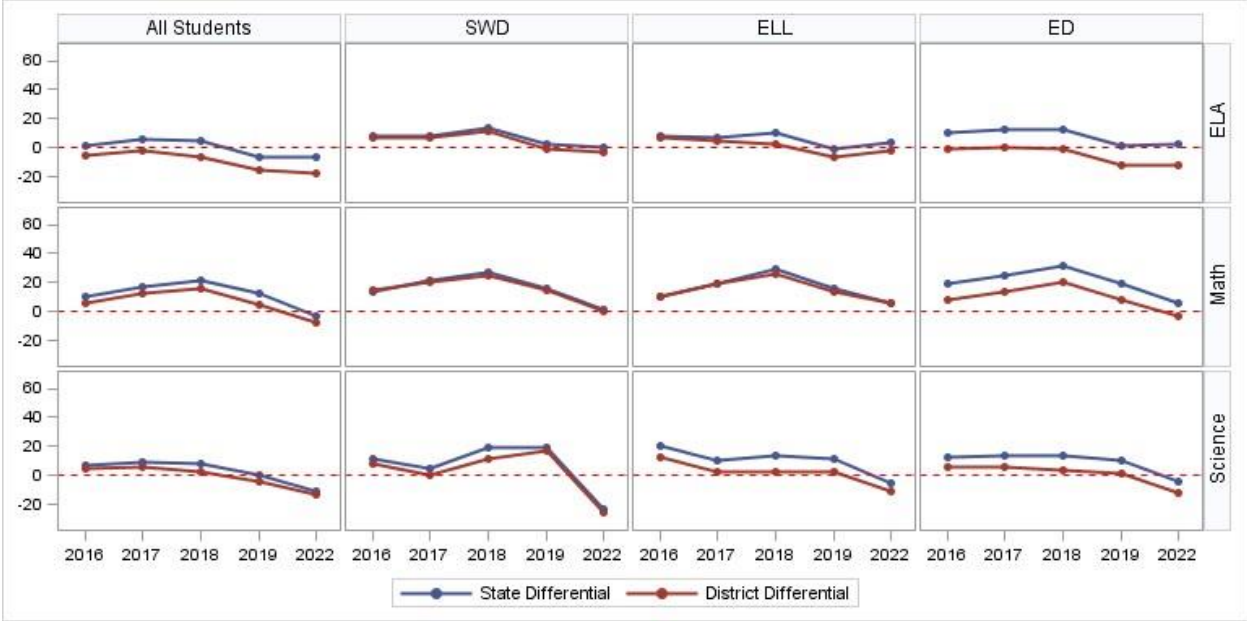


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Voice CS of New York	NYC CSD 30	District Differential	NYS	NYS Differential	Voice CS of New York	NYC CSD 30	District Differential	NYS	NYS Differential
All Students	2015-2016	39%	44%	-5	38%	+1	49%	43%	+6	39%	+10
	2016-2017	46%	48%	-2	40%	+6	57%	45%	+12	40%	+17
	2017-2018	50%	56%	-6	45%	+5	67%	51%	+16	45%	+22
	2018-2019	39%	55%	-16	45%	-6	59%	54%	+5	47%	+12
	2021-2022	40%	58%	-18	47%	-7	36%	44%	-8	39%	-3
SWD	2015-2016	17%	10%	7	9%	+8	27%	12%	+15	13%	+14
	2016-2017	19%	12%	+7	11%	+8	35%	15%	+20	14%	+21
	2017-2018	31%	20%	+11	17%	+14	45%	20%	25	18%	+27
	2018-2019	17%	18%	-1	15%	+2	34%	19%	+15	18%	+16
	2021-2022	16%	19%	-3	16%	0	15%	15%	0	14%	+1
ELL	2015-2016	21%	14%	+7	13%	+8	30%	20%	+10	20%	+10
	2016-2017	19%	14%	+5	12%	+7	38%	19%	+19	19%	+19
	2017-2018	35%	32%	+3	25%	+10	58%	32%	+26	29%	+29
	2018-2019	24%	30%	-6	25%	-1	47%	33%	+14	31%	+16
	2021-2022	33%	35%	-2	29%	+4	31%	25%	+6	25%	+6
ED	2015-2016	38%	39%	-1	28%	+10	47%	39%	+8	28%	+19
	2016-2017	42%	42%	0	30%	+12	54%	40%	+14	29%	+25
	2017-2018	49%	50%	-1	36%	+13	66%	46%	+20	34%	+32
	2018-2019	37%	49%	-12	36%	+1	56%	48%	+8	37%	+19
	2021-2022	39%	51%	-12	37%	+2	34%	37%	-3	28%	+6

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

Use of Data/Ability to Monitor Progress

Students at VOICE are assessed using common assessments that are aligned to standards starting with the beginning of year benchmarks, quarterly interim, and yearly summative assessments in each grade. The school’s units of study culminate with performance assessments in which student work is evaluated using common, evidence-based rubrics, which allow precise, targeted, and high-leverage interventions to determine the next steps for all learners. The school’s assessments produce student performance data that, when utilized within the data inquiry cycle, enables teachers to make targeted adjustments and re-teach to classes, small groups, and individual students.

Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below) but did not meet that target in the 2019–2020 and 2021–2022 school years.

Table 5: Aggregate Enrollment: Reported vs Contracted

VOICE Charter School of New York	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	615	682	111%
2018-2019	810	688	85%
2019-2020	810	669	83%
2020-2021	810	714	88%
2021-2022	810	653	81%
2022-2023	810	789	97%

The school is exceeding targets for enrollment of SWD and ED students and is within three percentage points of the district of location or closer for enrollment of ELLs (see Table 6 below). The school has a student admissions preference for siblings of current students, Supplemental Nutrition Assistance Program (SNAP) recipients, children of employees, and students and families residing within Community School District 30.

The school is exceeding retention targets for SWD and ELL students and is within the target range for aggregate retention and retention of ED students (see Table 7 below).

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

	SWD			ELL			ED		
	Voice CS of New York	NYC CSD 30	Differential to District	Voice CS of New York	NYC CSD 30	Differential to District	Voice CS of New York	NYC CSD 30	Differential to District
2017-2018	21%	18%	+3	24%	29%	-5	83%	74%	+9
2018-2019	20%	17%	+3	24%	27%	-3	80%	71%	+9
2019-2020	20%	17%	+3	24%	28%	-4	80%	71%	+9
2020-2021	19%	17%	+2	24%	29%	-5	85%	73%	+12
2021-2022	21%	18%	+3	28%	31%	-3	84%	71%	+13

Table 7: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Voice CS of New York	NYC CSD 30	Differential to District	Voice CS of New York	NYC CSD 30	Differential to District	Voice CS of New York	NYC CSD 30	Differential to District	Voice CS of New York	NYC CSD 30	Differential to District
2017-2018	87%	89%	-2	87%	89%	-2	90%	88%	+2	87%	90%	-3
2018-2019	87%	90%	-3	89%	89%	0	92%	89%	+3	89%	90%	-1
2019-2020	92%	89%	+3	93%	88%	+5	93%	90%	+3	93%	89%	+4
2020-2021	93%	90%	+3	91%	90%	+1	90%	89%	+1	93%	91%	+2
2021-2022	84%	85%	-1	90%	83%	+7	89%	86%	+3	84%	86%	-2

Legal Compliance

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

Essential Question 3: Is the school financially viable?

Financial Condition

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

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Current ratio has met

the target in the 2018–2019, 2019–2020, 2020–2021, and 2021–2022 school years. Unrestricted days of cash on hand and total margin met the target in the 2018–2019, 2019–2020, and 2020–2021 school year. In the 2021–2022 school year, days of cash fell to 52 days (compared with the target of 60 days) and the total margin fell to -0.1 (compared with the target of 0.0). Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations; none of these long-term indicators were below target in the fiscal years considered.⁴

Financial Management

The NYCDOE reviewed VOICE’s audited financial statements from the 2018–2019, 2019–2020, 2020–2021, and 2021–2022 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 13, 2022. Twenty-four people attended, and all spoke. Twenty-two were in favor of the renewal. No one was opposed. No one submitted written comment.

⁴ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.