



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee

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

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

**DATE:** June 8, 2023

**AUTHORIZATION(S):** *[Signature]*

### SUMMARY

#### Issue for Decision

Should the Board of Regents approve the proposed renewal charters 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)?

- **Charter High School for Law and Social Justice** (Four-year renewal and revisions to increase the school's authorized enrollment from 450 to 475 students in Grades 9-12, amend its Key Design Elements, and eliminate the requirement to contract with a charter management organization (CMO) and allow the school to replace its current contract with Shared Space Professional Development, Inc. (SSPD) with a partnership contract with SSPD for professional development beginning in the 2023-2024 school year)
- **Collegiate Academy for Mathematics and Personal Awareness Charter School** (Four-year renewal)
- **Edmund W. Gordon Brooklyn Laboratory Charter School** (Three-year renewal and a revision to decrease its grade span to remove Grade 9 through Grade 12 from its current Grade 6 through Grade 12 configuration)
- **Emblaze Academy Charter School** (Three-year renewal and a revision to decrease its authorized enrollment from the currently approved 360 students to 300 students)

- **John W. Lavelle Preparatory Charter School** (Four-year renewal and a revision to amend its Key Design Elements)
- **Lois and Richard Nicotra Early College Charter School** (Four-year renewal, revision to amend a Key Design Element and decrease its authorized enrollment from the currently approved 403 students to 369 students)
- **Math, Engineering, and Science Academy Charter High School** (Five-year renewal)
- **New Visions Charter High School for Advanced Math and Science III** (Five-year renewal and decrease authorized enrollment from the currently approved 500 students to 430 students to be fully implemented by year 5 of the renewal charter term)
- **New Visions Charter High School for the Humanities II** (Five-year renewal)
- **OnTECH Charter High School** (Four-year renewal and decrease authorized enrollment from the currently approved 360 students to 300 students beginning in the 2023-2024 school year and amend the school's Key Design Element)
- **South Bronx Classical Charter School II** (Five-year renewal)
- **Southside Academy Charter School** (Four-year renewal)
- **Urban Dove Team Charter School II** (Five-year renewal)
- **Utica Academy of Science Charter School** (Four-year renewal and increase authorized enrollment from the currently approved 858 students to 975 students and amend the school's Key Design Elements)

### **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 New York State Education Department (NYSED or 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>)

## **Charter High School for Law and Social Justice**

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

May 2015: [Relocation Revision](https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a3.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a3.pdf>)

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

March 2019: [Organizational Structure Revision](https://www.regents.nysed.gov/common/regents/files/319brca2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/319brca2.pdf>)

March 2020: [First Renewal with Comprehensive Management Service Provider Addition Revision](https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

## **Collegiate Academy for Mathematics and Personal Awareness Charter School**

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

April 2015: [Enrollment and Grade-Level Reduction Revision](https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a4.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a4.pdf>)

June 2021 [First Renewal with Comprehensive Management Service Provider Addition, and Enrollment Reduction Revisions](https://www.regents.nysed.gov/common/regents/files/621p12a1.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/621p12a1.pdf>)

### **Edmund W. Gordon Brooklyn Laboratory Charter School**

June 2016: [Initial Charter](http://www.regents.nysed.gov/common/regents/files/616p12a2.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/616p12a2.pdf>)

March 2017: [Merger Revision](http://www.regents.nysed.gov/common/regents/files/317p12a6.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/317p12a6.pdf>)

March 2018: [Name Change, and Grade-Level Expansion Revisions](http://www.regents.nysed.gov/common/regents/files/318p12a4.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/318p12a4.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>)

June 2022: [Organizational Structure Revision](https://www.regents.nysed.gov/common/regents/files/622p12a8.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/622p12a8.pdf>)

### **Emblaze Academy Charter School**

June 2017: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/617p12a5.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/617p12a5.pdf>)

### **John W. Lavelle Preparatory Charter School**

April 2009: [Initial Charter](https://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca3.htm)  
(<https://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca3.htm>)

March 2014: [First Renewal](https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)  
([https://www.regents.nysed.gov/common/regents/files/413bra2\\_1.pdf](https://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf))

February 2016: [Enrollment and Grade-Level Expansion Revision](https://www.regents.nysed.gov/common/regents/files/216p12a5.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/216p12a5.pdf>)

April 2017: [Merger Revision](http://www.regents.nysed.gov/common/regents/files/417p12a4.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/417p12a4.pdf>)

March 2018: [Second Renewal](https://www.regents.nysed.gov/common/regents/files/318p12a5.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/318p12a5.pdf>)

### **Lois and Richard Nicotra Early College Charter School**

November 2017: [Initial Charter](https://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>)

## **Math, Engineering, and Science Academy Charter High School**

December 2012: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/December2012/1212p12a1.pdf>)

March 2018: [First Renewal](#)

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

## **New Visions Charter High School for Advanced Math and Science III**

November 2012: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>)

May 2018: [First Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/518p12a5.pdf>)

May 2021: [Key Design Element Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

## **New Visions Charter High School for the Humanities II**

September 2011: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.6.pdf>)

March 2017: [First Renewal](#)

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

March 2020: [Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

May 2021: [Key Design Element Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

## **OnTECH Charter High School**

December 2016: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1216p12a3.pdf>)

## **South Bronx Classical Charter School II**

June 2012: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/June2012/612p12a2.pdf>)

April 2016: [Merger Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/416p12a3.pdf>)

May 2018: [First Renewal with Enrollment and Grade-Level Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/518p12a5.pdf>)

### **Southside Academy Charter School**

January 2002: Initial Charter

(not available on the NYSED website)

October 2006: [Enrollment Reduction Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/October2006/1006brca3.htm>)

January 2007: First [Renewal](#)

(<https://www.regents.nysed.gov/Summaries/0107summary.htm>)

May 2007: [Second Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2007Meetings/May2007/0507emscvesida6.doc>)

January 2010: [Third Renewal](#)

(<https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca9.htm>)

March 2015: [Fourth Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a3.pdf>)

March 2017: [Fifth Renewal](#)

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

March 2020: [Sixth Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/320p12a1.pdf>)

### **Urban Dove Team Charter School II**

November 2017: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1117p12a2.pdf>)

May 2021: [Mission, and Vision Revisions](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

## Utica Academy of Science Charter School

November 2012: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/7Utica.pdf>)

June 2017: [Merger Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/617p12a3.pdf>)

January 2018: [First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf>)

May 2021: [Relocation Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

### **Recommendation**

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

VOTED: That the Board of Regents finds that **Charter High School for Law and Social Justice**: (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 Regent, therefore approves the renewal application of **Charter High School for Law and Social Justice** 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 **Collegiate Academy for Mathematics and Personal Awareness 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 Regent, therefore approves the renewal application of **Collegiate Academy for Mathematics and Personal Awareness Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **Edmund W. Gordon 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 **Edmund W. Gordon 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, 2026**.

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

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

VOTED: That the Board of Regents finds that **Lois and Richard Nicotra Early College 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 **Lois and Richard Nicotra Early College Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.



VOTED: That the Board of Regents finds that **Math, Engineering, and Science Academy 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 Regent, therefore approves the renewal application of **Math, Engineering, and Science Academy 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, 2028**.

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

this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regent, therefore approves the renewal application of **Utica Academy of Science Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

#### **Timetable for Implementation**

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

## Charter High School for Law and Social Justice

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Charter High School for Law and Social Justice (CHSLSJ)</b>
<b>Board Chair</b>	John Callahan
<b>District of Location</b>	NYC CSD 10 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2015
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Charter: September 2, 2015 - June 30, 2020</li> <li>First Renewal Charter: July 1, 2020 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	Shared Space Professional Development, Inc. (SSPD)
<b>Facilities</b>	<ul style="list-style-type: none"> <li>1960 University Avenue, Bronx - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	CHSLSJ has incorporated law and social justice throughout its curriculum and program, including street law courses, moot court competitions, and internships.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Increase enrollment in Grades 9-12 from 450 to 475 students beginning in the 2023-2024 school year.</li> <li>Remove the following original Key Design Elements: 1) Individualized Learning Plans; 2) Partnership with Mount St. Vincent College; 3) Universal Design for Learning; 4) Small Class Size and Low Student-Teacher Ratios; 5) Teaching Assistants; 6) Extended School Day and Looping; 7) Extended Time for Planning and PD; 8) Extra ELA Class for 9th and 10th Graders; and 9) Support for ELLs and SWDs beginning in the 2023-2024 school year;</li> <li>Amend its remaining Key Design Elements to describe the most critical, non-negotiable aspects of the school's model that are fundamental to its success which make the school a unique choice for students and families: 1) A comprehensive high school curriculum that engages students and empowers them through the study of law and justice including a law and justice curriculum sequence, integration of law and social justice themes in core content areas, law, and social justice related community service projects and law-related internships; 2) The Summer Bridge Program 3) Advisory; 4) Restorative Approaches to Behavior Management; and 5) Early College Experiences including College Now and AP Courses beginning in the 2023-2024 school year; and</li> <li>Eliminate the requirement to contract with a CMO and allow the school to replace its current contract with Shared Space Professional Development, Inc. (SSPD) with a partnership contract with SSPD for professional development beginning in the 2023-2024 school year.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-chslsj-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-chslsj-22-23.pdf</a>

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

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	450	450	450

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Recommended Enrollment</b>	475	475	475	475

### **Rationale for Renewal and Revisions Recommendation**

Based on the Board of Regents 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 was rated as Approaching Benchmarks 9 and 10 and meeting the other seven performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

While the school's four-year graduation rate (August) of 75 percent lags below that of NYS (most recently -12 percentage points for the 2018 cohort), a comparison of the 4- and 5-year graduation rates of the 2017 cohort of 80 and 90 percent, respectively, show the school exceeding NYS for the five-year rate by one percent. Also, the most recent four-year dropout rate (2018 cohort) was 0 percent compared to NYS's rate of 5 percent.

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

### **Material Revisions:**

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and approving these revision requests is likely to improve student learning and achievement because these revisions will help to more accurately reflect the elements of the school model that are key to the school's achievement of its mission. The Key Design Elements (KDE) contained in the original charter lists 13 KDE, many of which would be better characterized as elements of the school model rather than KDE. Therefore, CHSLSJ has reduced the number of KDE to the following five which, the CHSLSJ board of trustees (board) and leadership believe most accurately describe the critical, non-negotiable aspects of CHSLSJ's model that are fundamental to its success and that make the school a unique choice for students in the community. The board and school leadership are implementing an instructional program aligned with the school's charter and operating in accordance with its charter and law. As such, CHSLSJ seeks to remove Shared Space Professional Development as an institutional partner.

### **Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2019 Charter School Performance Framework Benchmark Ratings<sup>2</sup> Charter High School for Law and Social Justice**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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 a rigorous and coherent curriculum and assessments that are aligned with 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 consistently high levels of engagement, thinking, and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide 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.	<b>Meets</b>

<sup>2</sup> 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	<b>Benchmark 4: Financial Condition:</b> The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> 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
	<b>Benchmark 6: Board Oversight and Governance:</b> 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
	<b>Benchmark 7: Organizational Capacity:</b> 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	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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
	<b>Benchmark 10: Legal Compliance:</b> 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 Charter School Office (CSO) conducted the following site visits:
  - Year 1: Check-In
  - Year 2: Midterm
  - 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: In May 2019, the NYSED issued a Notice of Deficiency based on academic deficiencies, student retention, and board oversight. The school sent the CSO a CAP in June 2019 to show the strategies it would implement to address the deficiencies. In the 2019-2020 and the 2020-2021 (first year of this charter term) school years, the CSO and school discussed the challenges and progress made regarding the implementation of the CAP.
  - Year 2: The CSO and school continue to discuss the progress made with the implementation of these strategies.

- Year 3: With its renewal application, and as requirements have been satisfied and upon termination, the school proposes to change its relationship with SSPD from a comprehensive management service provider to a contracted professional development vendor.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as Approaches. While the school's four-year graduation rate lags below that of New York State (NYS), most recently -12 percentage points for the 2018 cohort, and the school's most recent 5-year graduation rate of 80 percent for the 2017 cohort exceeds the NYS average for the five-year rate. Also, the most recent four-year dropout rate (2018 cohort) was 0 percent compared to NYS's rate of 5 percent.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the Charter High School for Law and Social Justice is: "The Charter High School for Law and Social Justice will provide students from the southern Bronx with a comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the school will engage, inspire, and empower students, and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The school will create a pathway for its students to law school and careers as



attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.”

The Key Design Elements are 1) Individualized Learning Plans; 2) Partnership with Mount St. Vincent College; 3) Universal Design for Learning; 4) Small Class Size and Low Student-Teacher Ratios; 5) Teaching Assistants; 6) Extended School Day and Looping; 7) Extended Time for Planning and PD; 8) Extra ELA Class for Grade 9 and Grade 10 students; and 9) Support for ELLs and SWDs beginning in the current 2022-2023 school year.

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

**B9:** See Attachment 1: 2022 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. The school has exceeded its maximum authorized enrollment in each year of its charter term.

Efforts to recruit and retain students in the Economically Disadvantaged (ED), ELL, and SWD populations include:

- admissions preferences,
- marketing in local newspapers; supermarkets; communities of faith; community centers; hospitals/medical centers; barber shops; community health clinics and apartment complexes, including large public housing developments,
- hosting open houses (which were held virtually during the pandemic),
- conducting information sessions throughout the community,
- targeted mailings of school brochures and applications,
- canvassing neighborhoods,
- having a presence at communities of faith after services,
- utilizing social media,
- leveraging the networks of the CHSLSJ students, their families, and CHSLSJ alumni as well as that of teachers and staff and
- communicating efforts in English, Spanish, and any other dominant languages in the community as necessary via using translators.
- providing rigorous college preparatory via an inclusive, data-driven instructional school model; and
- use of a comprehensive range of classroom supports and intervention strategies including co-teaching in content area classrooms, culturally relevant and responsive curriculum, restorative justice, and social and emotional growth and development to ensure that student needs are met.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school not having addressed some issues raised by the CSO for some of its policy revisions, not having fully met statutory requirements for teacher certification, and not having met fingerprinting and clearance requirements for all staff. The school also exceeded its contracted enrollment each year of the charter term. The school has generally compiled a record of compliance with applicable State and federal laws and regulations and the provisions of its charter.

## **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 18, 2022. Thirty-three people attended, and 13 spoke. Twelve were in favor of the renewal and revisions. One was opposed. There were seven written comments provided by teachers, a student, and friends of the school in support of the renewal and revisions.

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

- Congressman Adriano Espaillat
- Assemblymember Yudelka Tapia

## Collegiate Academy for Mathematics and Personal Awareness Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPAS)</b>
<b>Board Chair</b>	Ms. Joanne Challenger
<b>District of Location</b>	NYC CSD 19 <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2016
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: September 8, 2016 - June 30, 2021</li> <li>First Renewal: July 1, 2021 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	Center for Educational Innovation (CEI)
<b>Facilities</b>	1962-84 Linden Boulevard in the East New York neighborhood of Brooklyn - Private Space
<b>Innovative and Noteworthy Programs</b>	CAMPAS is known for embracing students and creating a family experience. The school provides an environment where students feel safe, have a sense of belonging, and find the school to be a place of learning. The school prepares students to successfully take the Regent's Algebra I exam by 8 <sup>th</sup> grade, rather than the more typical first attempt at the exam in 9 <sup>th</sup> grade. This is an example of the rigorous academic program the school employs.
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-campa-cs-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-campa-cs-22-23.pdf</a>

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

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 6 - 8	Grades 6 - 8
<b>Total Approved Enrollment</b>	110	120

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
<b>Total Recommended Enrollment</b>	120	120	120	120

### **Rationale for Renewal Recommendation**

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

Based on the Board of Regents 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 Benchmark 1, and at the time of the renewal analysis was Falling Far Below Benchmark 9 and was Meeting the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

The school's performance on the 2022 New York State Testing Program (NYSTP) grades 3-8 assessments in ELA was +26 percentage points above the DOL, NYC CSD 19, and +9 percentage points above NYS. Performance on the math assessments was +50 percentage points above the DOL and +30 percentage points above NYS. One hundred percent of CAMPA CS's students who took the Algebra I and Living Environment 2021-2022 Regents exams in the 2021–2022 school year scored at levels 3, 4, or 5 (proficient). Of those who took the Algebra I exam, 96 percent scored at levels 4 and 5.

As the total enrollment of resident students attending charter schools in the DOL 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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2019 Charter School Performance Framework Benchmark Ratings<sup>4</sup> Collegiate Academy for Mathematics and Personal Awareness Charter School**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Education al Success</b>	<b>Benchmark 1: Student Performance:</b> 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.	<b>Meets</b>

<sup>4</sup> 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
	<b>Benchmark 2: Teaching and Learning:</b> 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 a rigorous and coherent curriculum and assessments that are aligned with 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 consistently high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support student's social and emotional health and to provide a positive, safe, and respectful learning environment that prepares all students for college and careers, 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in a sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Falls Far Below</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

### Monitoring and Oversight:

- During the school's current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Midterm
  - Year 2: Renewal
- NYSED CSO took the following actions during the school's charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive

CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated:

- Year 1: NYSED issued a Notice of Deficiency to CAMPA CS during the prior charter term for its academic, enrollment and fiscal deficiencies.
- Year 2: CSO and the school continued to discuss the effectiveness of the strategies implemented to address the enrollment deficiencies.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 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 improved from an Approaches to a Meets due to a significant improvement in academic indicators for all students and subgroups. Some results used to achieve this rating can include: proficiency on the NYSTP 3-8 Assessments, and overall growth/trending. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark Meets.

**B3:** Over this charter term, the trajectory for this benchmark Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** 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 improved from an Approaches to a Meets due to an improvement in the 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) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark been positive as it improved from an Approaches to a Meets due to improvement in areas such as the board minutes, board reporting, services provided by the CEI, the Finance Committee focus and effectiveness, board using data to set goals aligned to the school’s mission, ongoing professional development with CEI, and having ongoing committees.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

## Key Performance Area: Faithfulness to the Charter and Law

**B8:** The mission of the school is: Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA CS) will ensure that students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Students will not only leave CAMPA CS) with a command of the skills necessary to perform at a high level in high school and college but will also develop the social tools required to thrive in our ever-changing global society.

The Key Design Elements are: (1) High School Level Mathematics in Middle School, (2) Personal Awareness and Wellness, (3) More instructional time, (4) Peer tutoring by high school students, (5) Co-planning instruction and co-teaching with high school in mind, (6) SEL to Support Student Achievement, (7) Partnering with the Community, and (8) Organizational Structure and Capacity.

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

**B9:** See Attachment 1: 2022 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 Falls Far Below due to the school's pattern of failing to enroll subgroups comparable to its DOL and failing to meet its approved overall enrollment. This pattern began in the school's prior charter term (initial) and has continued in its current charter term.

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

- CAMPA CS has implemented ongoing recruitment strategies to attract and retain all students. Students from migrant families were welcomed and enrolled into the school. CAMPA CS continues with these recruitment and retention strategies:
  - **SWD:** CAMPA CS has traditionally enrolled comparable numbers of students with disabilities as its physical district. CAMPA CS' aim has been directed at enrolling students who haven't traditionally performed well academically and establishing them as scholars. The school continues to implement strategies to attract and interest special needs students and their families. These efforts have included meetings with community-based organizations, and elementary schools that service a comparable special education population. Public meetings are held at local recreation centers, open-house sessions at our school location geared towards parents and families of special education students and continued outreach to community-based organizations.
  - **ELL:** The strategies used in recruiting ELL students at a rate comparable to or greater than the number enrolled in CSD 19 schools include:
    1. All recruitment and application materials are printed in both English and Spanish;
    2. CAMPA CS advertises in local newspapers, including non-English newspapers;
    3. CAMPA CS has reached out to the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment;
    4. CAMPA CS has cultivated relationships with organizations that serve recent immigrants;
    5. CAMPA CS staff conducts outreach to ELL coordinators and teachers of CSD 19 elementary schools; and
    6. CAMPA CS has made available to parents and families of ELL students all marketing and outreach materials in the family's native language.

- **ED:** CAMPA CS is in a school district of largely economically disadvantaged students. To recruit students from within the community, information sessions are held, school visits and open houses are conducted, and announcements and presentations at meetings of the Community Board are made. Outreach efforts include publicizing flyers and articles in printed newspapers, advertisements, social media, and through community organizations.

**B10:** Over this charter term, the trajectory for this benchmark has been positive as the school improved from an Approaches to a Meets due to improvement in financial systems, which includes the creation of a finance committee, governance training for the board, and improved internal controls.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 24, 2022. Forty-two people attended, and 29 spoke. Twenty-nine were in favor of the renewal and revision. No one was opposed.



**Edmund W. Gordon Brooklyn Laboratory Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Edmund W. Gordon Brooklyn Laboratory Charter School (EWGBLCS)</b>
<b>Board Chair</b>	Martha Revenaugh
<b>District of Location</b>	NYC CSD 13 <sup>5</sup>
<b>Initial Commencement of Instruction</b>	Fall 2018
<b>Charter Term</b>	Initial Charter: September 1, 2018, – June 30, 2023
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Grades 6-11: 77 Sands Street, Brooklyn, NY 11201 – Private Space<sup>6</sup></li> <li>• Grade 12: 240 Jay Street, Brooklyn, NY 11201 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	At EWGBLCS, LAB Fellows provide small-group instruction and tutoring to help students master literacy and math skills as well as habits of success using a high-dosage methodology. The use of small-group instruction leads to instructional differentiation and allows for Fellows’ varied support and analysis. At the middle school level, students receive small-group instruction for both math and literacy. Fellows work to analyze student data and diagnose gaps so the Fellows can help students advance on core content and essential skills or remediate any gaps that may be present. This program provides students an individualized learning experience. EWGBLCS also creates a pipeline of educators for its school by supporting LAB Fellows as they work toward earning a master’s degree in teaching at Relay Graduate School of Education and a New York University teaching residency.
<b>Recommended Material Revisions</b>	Decrease its grade span to remove Grade 9 through Grade 12 from its current Grade 6 through Grade 12 configuration beginning in the 2023-2024 school year.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-ewgbcls.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-ewgbcls.pdf</a>

<sup>5</sup> Twenty-five percent of all students residing in this district attend charter schools.

<sup>6</sup> The school’s Spring 2022 Check-In Site Visit memo indicates: (1) Primary Classroom for Grades 7-12, and after-school programming for Grades 6-12 at 77 Sands Street, Brooklyn NY 11201, and (2) Primary Classroom for Grade 6, and physical education and after-school programming for Grades 6-12 at 240 Jay Street, Brooklyn NY 11201.

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grade 6	Grades 6- 7, 9	Grades 6 – 10	Grades 6 – 11	Grades 6 – 12
<b>Total Approved Enrollment</b>	90	249	360	415	460

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>
<b>Grade Configuration</b>	Grades 6 – 8	Grades 6 – 8	Grades 6 – 8
<b>Total Recommended Enrollment</b>	460	460	460

### **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents 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, was Approaching Benchmarks 6, 8, 9 and 10 and had met the five other performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

Over this charter term, the trajectory with regard to benchmark 1 has been consistent as an Approaches due to the school's performance on the 2021-2022 NYSTP 3-8 Assessments. The differentials for the ELA results between the school and its district of location, NYC CSD 13, is now -2 percentage points below and -3 below NYS. The school's overall math proficiency dropped from 47% in 2018-2019 to 28% in 2021-2022.

As the total enrollment of resident students attending charter schools in the DOL 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 because it will allow the school to continue to provide a high-quality option to families and students. Approving this revision request is likely to improve student learning and achievement because the school supports students at all grade levels through high-dosage tutoring, whole group instruction, personalized and self-driven learning, and integrated co-taught (ICT) classes. This revision request is a companion to the revision request submitted by the Brooklyn Laboratory Charter School, to realign the grades served in each of these two charter schools within the same education corporation. If approved, EWGBLCS will serve Grades 6-8 and Brooklyn Laboratory Charter School will serve Grades 9-12.

### Performance Framework Ratings:

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

#### **2015 Charter School Performance Framework Benchmark Ratings<sup>7</sup> Edmund W. Gordon Brooklyn Laboratory Charter School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>

<sup>7</sup> 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
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Approaches</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

### **Monitoring and Oversight:**

- During the school's current charter term, the NYSED CSO conducted the following site visits:
  - 2018-2019 Year 1: Check-In
  - 2019-2020 N/A
  - 2020-2021 Year 3: Midterm
  - 2021-2022 Year 4: Check-In
  - 2022-2023 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: In February 2020, NYSED issued a Notice of Deficiency based on SWD academic performance and SWD and ELL enrollment deficiencies in February of 2020.
  - Year 3: As state tests have been cancelled due to the COVID-10 pandemic, the school has been unable to produce sufficient data to demonstrate adequate improvements. The CSO and school continued to discuss the effectiveness of the implementation of its strategies to address these deficiencies.
  - Year 4: In 2021-2022, SWD performance on the math assessment increased by +16 percentage points; the school's SWD population outperformed both the district of location and the state by +6 percentage points each. As described in Benchmark 9, the school's enrollment of SWDs and ELLs has increased since the 2018-2019 school year and, in 2021-2022 their respective differentials to NYC CSD 13 were +10 and -1 percentage points.

- Year 5: The CSO and school continue to discuss the status of the school's academic performance and enrollment.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches. On the 2021–2022 NYSTP 3-8 ELA assessment, the school slightly underperformed NYC CSD 13, the DOL, by -2 in terms of percentage of students proficient (49% versus 51%). In math, the school outperformed the DOL (28% versus 24%). The school modestly underperformed the NYS average on these measures by -3% in ELA and -6% in math. Some results used to achieve this rating can include proficiency on the NYSTP 3-8 Assessments, overall growth/trending, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has developed effective systems around teaching and learning and utilizes a curriculum designed to prepare students for postsecondary success. Generally, the school has strong supports for all students, including SWDs, ELLs, and ED students, and leverages its fellowship program to deliver high-dosage, individualized supports for all students.

**B3:** Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to EWGBLCS' new leadership team working to develop a consistent approach to behavior management and having systems in place to facilitate improved parent communication and family engagement. The school continues to have a robust system to support students' social and emotional health.

### **Key Performance Area: Organizational Soundness**

**B4:** 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 continues to monitor student enrollment and the impact of not meeting enrollment projections on the school's 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](https://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as an Approaches as the board works to add members with identified skill sets and areas of expertise and to engage in

strategic and continuous improvement planning. The board has recently increased its capacity and taken a more active role in governance and oversight with the change in school leadership. The board has a compliance committee and a full-time compliance manager. The board continues to engage in improvement by strategically selecting new board members who fit the needs of the school and works closely with the new Chief Executive Officer (CEO) to support the development of more effective systems to promote the academic success and social-emotional well-being of the students.

**B7:** Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to implementation of the following changes which made a significant impact to the effectiveness of the school's organizational capacity. These changes include the creation of a newly defined leadership team with a clear understanding of a common mission and goal; putting a clear and well-established communication systems and decision-making processes in place; and having systems in place to monitor and maintain organizational and instructional quality. With the proposed organizational structure, the school has created a clear and logical chain of command, with roles and responsibilities that are known and understood by all staff. Additionally, the CEO is working to improve communication across all staff and has systems in place to monitor the effectiveness of instruction.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of EWGBLCS is: "Edmund W. Gordon Brooklyn Laboratory Charter School prepares students — including students with disabilities, English language learners, and over-age under-credited students — with the academic, applied science, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders."

The Key Design Elements are: (1) Rigorous, college-prep curriculum that develops habits of success, (2) Entrepreneurial learning, (3) Warm/demanding culture of high expectations, (4) Accelerated learning powered by innovative human capital, (5) Extended and personalized learning, (6) Harnessing the assets of our community, (7) A focus on argumentation across the curriculum, and (8) Next generation assessment and data-driven instruction.

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. While the eight KDEs outlined in the charter appear to be fully implemented as evidenced by site visit focus group member feedback and classroom observations, the school's website provides different KDEs. The school needs to update the website and ensure that EWGBLCS teachers understand and implement only these approved KDEs.

**B9:** See Attachment 1: 2022 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. While the school enrolls a comparable percentage of students in the three subgroup populations and has demonstrated good faith efforts in recruitment, the school has not maintained sufficient overall enrollment.

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

- According to participants in the leadership focus group, strategies and services include community organizing, online organizing, street recruitment, and utilizing parent liaisons.
- Additional strategies outlined in the schools' renewal application include fostering partnerships with community organizations, conducting outreach to parents and families, maintaining a high

level of academic supports for ELLs, and implementing a systematic process for evaluating recruitment and outreach strategies and program services for each of the subgroup populations, making strategic improvements as needed.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. Although the school has compiled a record of non-compliance during its first four years of operation, the board and current leadership team are working closely with the CSO to establish transparency and to improve the school's record of compliance.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 25, 2022. Twenty-six people attended, and 16 spoke. Sixteen were in favor of the renewal and revision to its organizational chart. No one was opposed.

A second required hearing was held for Edmund W. Gordon Brooklyn Laboratory Charter School by the New York City Department of Education on May 2, 2023. Fifteen people attended, and 3 spoke. Three were in favor of the revision. No one was opposed.

With its renewal application, the school provided letters of support from eight board members, four parents, seven students, and thirteen staff members.

## Emblaze Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Emblaze Academy Charter School (EACS)</b>
<b>Board Chair</b>	Geraldo Vasquez
<b>District of Location</b>	NYC CSD 8 <sup>8</sup>
<b>Initial Commencement of Instruction</b>	Fall 2018
<b>Charter Term</b>	Initial Charter: July 1, 2018 – June 30, 2023
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	1164 Garrison Avenue, Bronx - Private Space
<b>Innovative and Noteworthy Programs</b>	EACS is implementing for teachers, students, and families a promising instructional program and a positive, supportive, and culturally responsive school climate. Notably, EACS strives to infuse what it describes as “the joy factor” in all aspects of teaching and learning at the school.
<b>Recommended Material Revisions</b>	Decrease its authorized enrollment from the currently approved 360 students to 300 students to be fully implemented by year 1 of the renewal charter term.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-emblaze-academy-cs-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-emblaze-academy-cs-22-23.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grade 5	Grades 5 - 6	Grades 5 - 7	Grades 5 - 8	Grades 5 - 8
<b>Total Approved Enrollment</b>	90	210	300	360	360

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>
<b>Grade Configuration</b>	Grades 5 - 8	Grades 5 - 8	Grades 5 - 8
<b>Total Recommended Enrollment</b>	300	300	300

<sup>8</sup> Twenty-three percent of all students residing in this district attend charter schools.



## **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents 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 Benchmarks 1 and 5, and at the time of the renewal analysis was Meeting Benchmarks 2, 3, 4, 7, 8, and 9 and Falling Far Below Benchmarks 6 and 10 in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

NYSED data for the 2018-2019 and 2021-2022 state assessments shows a significant decline in math outcomes for all students, SWDs, and ED students at EACS. ELL proficiency on the NYS math assessment, however, decreased by only two percentage points (as opposed to 19 percentage points for the district of location (DOL) and 10 percentage points for NYS), which led to EACS outperforming NYC CSD 8 for this student population by seven percentage points. EACS student proficiency in English language arts (ELA) showed significant increases from 2018-2019 to 2021-2022 by a range of nine to 16 percent. For all subgroup populations in 2021-2022, EACS student proficiency in ELA either met or exceeded NYC CSD 8, while the improved outcomes for all students in the aggregate closed the gap from 11 to 3 percentage points below the DOL. It should be noted that, for the SWD population, EACS outperformed both the DOL and NYS in ELA for both years. Finally, for the 2021-2022 administration of the science state assessment, all students as well as those from all subgroup populations at EACS outperformed NYS CSD 8 by a range of 17 to 39 percentage points. While the differential for all students at EACS was one percentage point below NYS, the proficiency rates for SWDs, ELLs and ED students at EACS were higher than those for NYS by 10, 25, and 9 percentage points, respectively.

As the total enrollment of resident students attending charter schools in the DOL 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 because it is likely to improve student learning and achievement because the school will redirect resources from recruitment efforts to providing services to current students.

### **Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the

entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings<sup>9</sup>**  
**Emblaze Academy Charter School**

2015 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Approaches</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Falls Far Below</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Meets</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Falls Far Below</b>

<sup>9</sup> 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: Midterm
  - 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: NYSED issued a Notice of Deficiency based on academic deficiencies.
  - Year 3: NYSED issued a Notice of Deficiency based on operational and governance deficiencies.
  - Year 4: The CSO had ongoing conversations with the school regarding the effectiveness of the implementation of its strategies identified in its CAP.
  - Year 5: The CSO had ongoing conversations with the school regarding the effectiveness of the implementation of its strategies identified in its CAP.

### **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

#### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. Some results used to achieve this rating can include: proficiency on the NYSTP 3-8 Assessments and overall growth/trending. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark improved from Approaches to Meets due to improvements in curriculum, formative assessment, student engagement, and differentiation. The school uses coaching, PD, and refinement of its program for special populations to achieve these improvements.

**B3:** Over this charter term, the trajectory for this benchmark improved from Approaches to Meets, due to progress made in family engagement and communications, and in establishing systems that collect and track data on student social emotional learning (SEL).

### Key Performance Area: Organizational Soundness

**B4:** 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 improved from an Approaches to a Meets. During the midterm site visit, the school had school incurred a significant lease liability, a non-cash expense, during the year ending June 30, 2020, which impacted its composite score; the school was otherwise in adequate financial condition. Based on the school's composite scores for the one year prior and two years since 2019-2020, the school has otherwise maintained good financial health. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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 based on the auditor's findings. Upon receipt of the audited financial statements for the year ending June 30, 2022, the school took immediate corrective action to address the auditor's findings.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Falls Far Below due to the board's continued failure to provide informed stewardship over the school's academic program and progress toward meeting educational goals and failure to operate in accordance with its charter. (See Benchmark 10 for related and additional information about the failure of the board to comply with authorizer and legal requirements.)

**B7:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school's current leadership has established an effective team of administrators, faculty, and staff who share a common understanding of the school's mission and goals. It has also established clear roles and protocols to support the development and implementation of an effective and sustainable educational program.

### Key Performance Area: Faithfulness to the Charter and Law

**B8:** The mission of the Emblaze Academy Charter School is, through rigorous curriculum and high-quality instruction and within an invested and ambitious school community, to prepare students in grades five through eight to thrive in high school and graduate from the college of their choice.

The Key Design Elements are:

- (1) Rigorous Curriculum
  - Rigor Equals Equity
  - Challenge and support are at the core of instruction
  - Start at the end
- (2) High Quality Instruction
  - High Impact Professional Development
  - Results, not intentions
  - Systems
- (3) Invested, Ambitious School Community

- RISE (respect, initiative, scholarship, and effort)
- Celebrate academics
- Families are Partners

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets on the basis of continued implementation and refinement of the key design elements, especially in the areas of instructional quality, supports for academically challenged students, consistent use of assessment data in classrooms, systematic coaching and support for teachers including high-grade PD, and engagement with families.

**B9:** See Attachment 1: 2022 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 the school's pattern of not meeting the threshold of 85 percent of its maximum approved enrollment.

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

- The EACS leadership team discussed recruitment strategies for the 2023-2024 year. They spoke about their efforts to increase active face-to-face involvement with the Bronx community to raise awareness and visibility of the school. A recent example of such an activity by the leadership team was a community scavenger hunt, organized by the director of SPED, so the team could get out and make personal contact with community members and families. This year EACS has been collaborating with the local rec center through sports and extra-curricular activities. The leadership focus group also spoke of the strategies listed in the renewal application, including the use of social media, improvement of the school's website, and plans to beautify the exterior of the school.
- The planned strategies to recruit and enroll students as discussed in the EACS Renewal Application include the following:
  - Develop and distribute informational package describing the school's "academic model, elective and extracurricular programming, shared experiences through advisory/character education classes and students' events, as well as our collaboration with families and The Bronx community."
  - Update website to highlight school program and culture (as of the date of this report, the website has been updated with information about school features and application process)
  - Develop a video profiling school features and testimonials from various EACS personnel, students, and families.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as a Falls Far Below, due to the incapacity of the EACS Board to comply with authorizer requirements, its bylaws, and certain state laws.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 18, 2022. Four people attended, and one spoke. One was in favor of the renewal and revision. No one was opposed.

## John W. Lavelle Preparatory Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>John W. Lavelle Preparatory Charter School (Lavelle Prep)</b>
<b>Board Chair</b>	Jill Patel
<b>District of Location</b>	NYC CSD 31 <sup>10</sup>
<b>Initial Commencement of Instruction</b>	Fall 2009
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: April 21, 2009 - April 20, 2014</li> <li>• First Renewal Term: April 21, 2014 - June 30, 2018</li> <li>• Second Renewal Term: July 1, 2018 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	One Teleport Drive – Corporate Commons Staten Island, NY 10311 - Private Space
<b>Innovative and Noteworthy Programs</b>	Lavelle Prep is recognized as a family school by stakeholders, and it is part of the Integration Charter Schools (ICS) network. The school uses small class sizes to serve a diverse student population. Lavelle Prep allocates 40 percent of its enrollment to include SWD and offers all students access to an inclusive collaborative setting. Lavelle Prep aims for each student to achieve college and career readiness through proficient-level mastery of New York State Next Generation Learning Standards. Lavelle Prep provides every student with a wellness program to support social-emotional health and competence designed to reach the whole child. The school demonstrates high school graduation rates for learners, including SWD and ED students, that exceed NYS graduation rates.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• Remove the Key Design Element from the school’s charter mentioning specific numeric class sizes. Integration Charter Schools defines “small class sizes” to be twenty or fewer students in a class.</li> <li>• Amend the Key Design Element “Innovative Charter” to include “In instances where dually certified teachers cannot be hired, a classroom will have a content teacher and a special education teacher working as a team in order to ensure that all students with disabilities receive instruction from a special educator as well as a content teacher within their integrated classrooms for at least 60% of the normal school week.”</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-lavelle-prep-cs.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-lavelle-prep-cs.pdf</a>

<sup>10</sup> Four percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
<b>Total Approved Enrollment</b>	747	747	902	902	902

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
<b>Total Recommended Enrollment</b>	902	902	902	902

### **Rationale for Renewal and Revisions Recommendation**

Based on the Board of Regents 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 Benchmarks 1 and 10, and at the time of the renewal analysis was meeting the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

A comparison of the 2018-2019 and 2021-2022 NYSTP 3-8 assessments in ELA shows this school has improved from 35 percent of their students trending upward or maintaining proficiency to 49 percent, an increase of +14 percentage points.

The percentage of Lavelle Prep students proficient in ELA and math on the NYSTP 3-8 assessments was below that of both the DOL, and NYS. On the 2021–2022 school year assessments, 27% of students were proficient in ELA compared to 55% in the DOL and 47% in NYS. In math, 17% were proficient in math compared to 43% in the DOL and 39% in NYS.

Lavelle Prep’s most recent, 2018, 4-year cohort Regents outcomes exceed NYS in each subject area by an average of 11 percentage points. The school’s on-track to graduate rates are consistently above target and the school’s 4-year graduation rate has been consistently near or equal to 100 percent for all students, including subgroups. The graduation rate for the most recent 2018 cohort was 92 percent, +5 percentage points above NYS.

**Material Revisions:**

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

Approving these revision requests is likely to improve student learning and achievement because the additional flexibility allows the school to maintain its commitment to having a special education teacher in every classroom. Students with disabilities attending the school’s innovative program are mandated to have classes taught by dually certified teachers for at least 60% of the normal school week. Removing the Key Design Element that mentions specific numerical class sizes allows the school to adhere to its definition of small class size without being restricted to a specific number of students. The school’s definition of “small class sizes” is twenty or fewer students in a class.

**Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings<sup>11</sup>**

**John W. Lavelle Preparatory Charter School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	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).	<b>Approaches</b>
	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.	<b>Meets</b>

<sup>11</sup> 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 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 scl.	<b>Meets</b>
<b>Organizational Soundness</b>	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	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.	<b>Meets</b>
	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.	<b>Meets</b>
	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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	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.	<b>Meets</b>
	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.	<b>Meets</b>
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

### **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: Midterm
  - 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: The NYSED CSO issued a Notice of Concern to ICS in February 2020 for failure to provide timely reporting information and for continued failure to meet academic performance standards in the Lavelle Prep Grade 3 - 8 ELA and mathematics program.

ICS responded on March 30, 2020, with a letter describing leadership and organizational changes made in its executive cabinet and finance department (including the creation of a compliance and reporting team), and in the structure, leadership, and instructional practices of Lavelle Prep.

- Year 3: The NYSED CSO issued a Notice of Deficiency to ICS in June 2021 based on poor ELA and math proficiency rates and low enrollment. The school was required to develop a CAP to identify strategies it would implement to address these deficiencies. The school submitted a CAP to the CSO in July 2021.
- Year 4: The CSO and school reviewed the CAP and continued to discuss the effectiveness of the implementation of the strategies developed to address the deficiencies.
- Year 5: The leadership and organizational changes ICS referenced in response to the Notice of Concern were observed during the fall 2022 school's renewal site visit. The CSO and school continue to discuss the effectiveness of the CAP which remains in effect to date.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as an Approaches due to consistently scoring below the DOL, NYC CSD 31, and NYS on the NYSTP 3-8 Assessments.

**B2:** Over this charter term, the trajectory for this benchmark has improved to a Meets from an Approaches due to curricular improvements at the elementary and middle levels.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

## **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the John W. Lavelle Preparatory Charter School is: “The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students to go to college and succeed in life. Lavelle Prep welcomes and fully integrates all students, including those living with emotional challenges, and integrates all students in its classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skill, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, Lavelle Prep serves as an innovative, holistic educational model for other high-performing schools.”

The Key Design Elements are: (1) Inclusion, (2) Small Classes, (3) Integration of Technology, (4) College Focus, (5) Challenging Academic Curricula and High Expectations, (6) Data-Driven Instruction, (7) Wellness Curriculum, (8) Constructivist Teaching, and (9) Behavioral Management System.

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets.

**B9:** See Attachment 1: 2022 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 improved from an Approaches to a Meets due to total and subgroup enrollment that generally meets contractual obligations.

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

- The school is implementing strategies to boost the enrollment number of ELL students through a more robust outreach to families and the communities on Staten Island. To increase enrollment of ELL students, the ICS recruitment team was dispatched to heavily populated areas of non-native English speakers for on-the-ground distribution of translated flyers and promotional materials that explain Lavelle Prep’s mission and unique attributes. The school has recruited members of their enrollment team who are multilingual and culturally diverse, enabling them to speak to many families in their home languages. The school website was intentionally enhanced with accessibility in mind for ELLs and other groups via a Google Translate button, and brochures are available in English, Spanish, and Arabic. Efforts made to increase ELL populations also include increasing the presence of bilingual staff (Spanish, Arabic, and Asian languages), and the school is continually looking to hire additional bilingual staff members.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to issues noted in the report related to special education compliance, financial management, and reporting requirements.

## **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 17, 2022. Seventeen people attended, and nine spoke. Nine were in favor of the renewal and revisions. No one was opposed.

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

- Bentson & Company: Bob Bentson
- Council Member, Joseph C. Borelli
- Eden II Programs: Dr. Joanne Gerenser, Executive Director
- Staten Island Development Economic Corporation: Gina Gutman, Interim President

## Lois and Richard Nicotra Early College Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Lois and Richard Nicotra Early College Charter School (Nicotra)</b>
<b>Board Chair</b>	Jill Patel
<b>District of Location</b>	NYC CSD 31 <sup>12</sup>
<b>Initial Commencement of Instruction</b>	Fall 2018
<b>Charter Term</b>	Initial Charter: August 1, 2018 - June 30, 2023
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	1441 South Avenue, Staten Island NY10314 - Private Space
<b>Innovative and Noteworthy Programs</b>	Nicotra is designed as an early college access school for all students, including students who may be disadvantaged by economic, learning, social-emotional or other challenges. The school aims to reserve 35 percent of its enrollment for special education students, and offers all its students the academic and social-emotional support needed to earn a high school Regents degree, as well as the opportunity to earn college credits through a partnership with St. John's University (SJU). In its fifth year of operation, Nicotra is making progress toward implementing its mission.
<b>Recommended Material Revision</b>	Remove the Key Design Element from the school's charter mentioning specific numeric class sizes. Integration Charter Schools defines "small class sizes" to be twenty or fewer students in a class and decrease its authorized enrollment from the currently approved 403 students to 369 students.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nicotra-cs-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nicotra-cs-22-23.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 8 - 9	Grades 8 - 10	Grades 8 - 11	Grades 8 - 12	Grades 8 - 12
<b>Total Approved Enrollment</b>	144	241	315	373	403

<sup>12</sup> Four percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 8 - 12	Grades 8 - 12	Grades 8- 12	Grades 8 - 12
<b>Total Recommended Enrollment</b>	326	369	369	369

### **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents 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, was Approaching Benchmarks 8, 9, and 10 and had met the other six performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

A comparison of the 2018–2019 and 2021–2022 NYSTP 3-8 assessments in ELA shows this school has improved from 36 percent of their students trending upward or maintaining proficiency to 57 percent, an increase of +14 percentage points.

The percentage of Nicotra students proficient in ELA on the NYSTP Grade 8 assessment was below that of both the DOL, and NYS. On the 2021–2022 school year Grade 8 assessment, 41% of students were proficient in ELA compared to 59% in the DOL and 50% in NYS. In math the school outperformed the DOL and NYS, with the school having 38% of students proficient in math compared to 27% in the DOL and 27% in NYS.

Nicotra’s most recent, 2018, 4-year cohort Regents outcomes exceed NYS in each subject area by an average of 8 percentage points. The school’s on-track to graduate rates are above target. The first cohort graduation rate for the school was 94 percent, +7 percentage points above NYS.

#### **Material Revision:**

Approving the key design element revision request will result in a significant educational benefit to the students expected to attend the charter school because the use of specific language “small class size” allows for flexibility within a structure limiting the number of students in any one class. The school’s definition of “small class sizes” is twenty or fewer students in a class. Approving the enrollment revision will bring the school closer to its actual enrollment numbers.

### **Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2015 Charter School Performance Framework Benchmark Ratings<sup>13</sup>** **Lois and Richard Nicotra Early College Charter School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithful Implementation</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>

<sup>13</sup> 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
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Baseline Check-in
  - Year 2: Check-in
  - Year 3: Midterm
  - 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 to ICS in June 2021 based on poor ELA proficiency rates and low enrollment. The school was required to develop a CAP to identify strategies it would implement to address these deficiencies. The school submitted a CAP to the CSO in July 2021.
  - Year 4: The CSO and school reviewed the CAP and discussed the effectiveness of the implementation of strategies to address the deficiencies.
  - Year 5: The CSO and school continue to discuss the effectiveness of the CAP which remains in effect to date.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school not yet meeting the proficiency standard for Grade 8 ELA. Some results used to achieve this rating can include: proficiency on the NYSTP 3-8 assessments, overall growth/trending rising, graduation rate, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.



**B2:** Over this charter term, the trajectory for this benchmark improved from an Approaches to a Meets on the basis of improvements made in curriculum and program evaluation.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the Lois and Richard Nicotra Early College Charter School is: "The Lois and Richard Nicotra Early College Charter School (NECCS) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, that is both academically accelerated and more economically feasible than a traditional pathway to college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders of tomorrow. In fostering both the academic and emotional growth of all students, NECCS serves as an innovative educational model. The Key Design Elements are: (1) Admission by lottery with a focus on reaching students historically underrepresented in higher education, (2) Admission in eighth grade and an optional fifth high school year, (3) Multiple summer sessions designed to accelerate progress towards high school graduation and college readiness, (4) A unique division of our program between an innovative high school setting and a four-year college campus setting, (5) A career-focused curriculum that allows students to choose between two pathways: Law Enforcement and Criminal Justice or Business within small classes capped at seventeen students; and (6) A focus on student social-emotional learning through a Wellness Program and campus-based Early College Posse."

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to incomplete implementation of several Key Design Elements.

**B9:** See Attachment 1: 2022 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 a Falls far Below to an Approaches due to subgroup enrollment improvements, with remaining issues of overall under-enrollment.

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

- Hosting multilingual open houses;
- Campaigning in New York City Housing Authority buildings;
- Hiring of an ICS director of external relations and ICS director of communications;
- The creation of a culturally diverse recruitment team; and
- The creation of promotional videos.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to continuing concerns regarding compliance with applicable state and federal charter laws and the terms of its charter.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 17, 2022. Five people attended, and one spoke. One was in favor of the renewal and revisions. No one was opposed.

The school provided the following information pertaining to community engagement regarding its revision request:

- Integration Charter Schools has carefully reviewed the proposed revision to reduce enrollment with their Recruitment and Enrollment teams, their Board of Directors, and their upper management, in addition to Nicotra school leadership.

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

- Richmond County Office of the District Attorney
- Grace Foundation
- Moving Pictures Incorporated
- State Senator Diane J. Savino
- Eden II Programs
- Staten Island Economic Development Corporation

## Math, Engineering and Science Academy Charter High School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Math, Engineering and Science Academy Charter High School (MESA)</b>
<b>Board Chair</b>	Angel Cortes
<b>District of Location</b>	NYC CSD 32 <sup>14</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Charter Term: August 19, 2013 - June 30, 2018</li> <li>First Renewal Term: July 01, 2018 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	231 Palmetto Street, Brooklyn, NY 11221 – Public Space
<b>Innovative and Noteworthy Programs</b>	MESA provides a multitude of postsecondary supports to former students where school staff actively reach out to alumni, specifically targeting those who are not in college or are unemployed or underemployed. The school runs workshop targeting resume writing, career exploration, and financial management with the goal of former students either re-enrolling in college or getting into one of the school's workforce development programs (via partnerships).
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-mesa-chs.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-mesa-chs.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	500	500	500	500	500

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Recommended Enrollment</b>	500	500	500	500	500

<sup>14</sup> Twenty-five percent of all students residing in this district attend charter schools.

## **Rationale for Renewal Recommendation**

Based on the Board of Regents 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 Benchmark 1, and, at the time of the renewal analysis was Approaching Benchmark 9 and had met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

MESA has strong academic results. The school's four-year graduation rate over the past four school years (2018–2019, 2019–2020, 2020–2021, and 2021–2022) has been an average of 94 percent. This exceeds the average NYS graduation rate of 86 percent over the same four years.

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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2015 Charter School Performance Framework Benchmark Ratings<sup>15</sup> Math, Engineering and Science Academy Charter High School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educ atio nal</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Meets</b>

<sup>15</sup> 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
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

### **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: Midterm
  - Year 4: Check-In
  - Year 5: Renewal
- NYSED CSO took the following actions during the school's charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated:

- Year 1: NYSED issued a Notice of Concern to the school for its ELL subgroup enrollment.
- Year 2: The NYSED CSO issues a Notice of Deficiency for its ELL subgroup enrollment.
- Year 3: The CSO and school continued to discuss the effectiveness of its implementation of strategies to address the deficiency.
- Year 4: The CSO and school continued to discuss the effectiveness of its implementation of strategies to address the deficiency.
- Year 5: The school is developing and maintaining relationships with organizations that serve recent immigrants and conducting targeted ELL outreach in visits to district middle schools,

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Some results used to achieve this rating can include: graduation rate, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of Math, Engineering and Science Academy Charter School is “Math, Engineering and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student

with the ability to succeed in life and in college. MESA students will develop a passion for science, technology, engineering, and mathematics, and through an intensive college readiness program, develop critical thinking and self-advocacy.”

The Key Design Elements are: (1) Four-year college bound program; (2) Academic focus on STEM fields; (3) Daily 9th Grade Writing Seminar; (4) Strong support for teaching staff; (5) Strong focus on school culture and family engagement; (6) Weekly effort grades in each class; (7) Explicit focus on family and community engagement; (8) A year-round calendar.

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

**B9:** See Attachment 1: 2022 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 2021-2022 overall student over-enrollment, MESA subgroup populations are currently (2021-2022) -7, -7, and -10 percentage-point differentials to the DOL for ED, SWD, and ELL students, respectively.

Efforts listed in the renewal application to recruit and retain students identified in the ED, ELL, and SWD populations include:

- Recruitment and retention efforts focused on economically disadvantaged students include:
  - Recruitment of students in foster care through an ongoing relationship with the Bushwick Community Partnership Program;
  - Outreach at food banks and free health care facilities;
  - Annual Vanguard mailings focused on specific zip codes in underserved communities;
  - Continue outreach and school visits to all local district middle schools that serve a high percentage of free and reduced price lunch (FRPL) eligible students;
  - Providing assistance and incentives to complete FRPL program application to more accurately capture the number of ED students at the school each year; and
  - Covering program costs for activities such as college visit expenses and SAT testing fees.

MESA has made numerous community efforts to increase and retain ELL enrollment, including:

- Regularly providing printed recruitment and application materials as well as Vanguard mailings in English and Spanish;
  - Making translators available at all Open Houses and community outreach events;
  - Funding Spanish language lessons for teachers through eSpanishLive to build their linguistic fluency to better communicate with students’ families directly;
  - Developing and maintaining relationships with organizations that serve recent immigrants;
  - Conducting targeted ELL outreach in visits to district middle schools;
  - Having a bilingual parent ambassador call the family of each newly admitted student to welcome them to the school community;
  - Offering additional targeted, in-person learning for all ELLs to make sure that their needs were met during the pandemic;
  - Employing a full-time, certified ELL teacher and providing students afterschool and weekend instruction, Audible books, and extra office hours with counselors and advisors;
  - Conducting one-on-one intake sessions with all ELL students and their family prior to the beginning of the school year;
  - Closely monitoring each students’ progress through ongoing assessments and regularly communicating this progress to students and families; and

- Offering additional parent engagement opportunities for families of ELLs.

MESA's strategies to enroll and retain SWDs include:

- Meeting with the Committee on Special Education (CSE) for CSD 32 to inform them about the school and provide them with promotional materials for parents;
- Establishing and maintaining relationships with special education coordinators and middle schools in the community; additionally, on recruiting visits to middle schools, MESA staff continue to speak to students in ICT and self-contained classrooms to promote the school;
- Highlighting MESA's ICT model at all Open Houses and school visits;
- Distributing promotional materials listing special supports available for students with special needs; and
- Publicly sharing MESA's record of success with working with students with disabilities and MESA's high graduation rates on the school website and in recruitment materials.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 27, 2022. Seventeen people attended, and 12 spoke. Twelve were in favor of the renewal. No one was opposed.



## New Visions Charter High School for Advanced Math and Science III

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>New Visions Charter High School for Advanced Math and Science III (AMS III)</b>
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 22 <sup>16</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Charter: August 19, 2013 - June 30, 2018</li> <li>First Renewal: July 1, 2018 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	3000 Avenue X, Brooklyn – Public Space
<b>Innovative and Noteworthy Programs</b>	Throughout this charter term, AMS III is committed to Diversion, Equity, and Inclusion. In partnership with Teaching Matters, the school is working on the development of a Culturally Responsive Sustaining Education (CRSE) pedagogy by reimagining the school's current pedagogy and student learning experiences to ensure that teachers implement culturally responsive instructional strategies the lead to responsive classrooms that promote student voice. Additionally, the school has created an Anti-Racist Working Group to ensure that adults have the skills to become active participants in ensuring AMS III becomes an anti-racist school in the years to come.
<b>Recommended Material Revisions</b>	Decrease its authorized enrollment from the currently approved 500 students to 430 students to be fully implemented by year 5 of the renewal charter term.
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nv-chs-ams-iii.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nv-chs-ams-iii.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	430	460	475	500	500

<sup>16</sup> Eleven percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Recommended Enrollment</b>	400	410	420	425	430

### **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents 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, was Meeting the other nine performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

This school has, over the past five cohorts (2014 through 2018), consistently outperformed NYS on the 4-year Cohort Regents' exams both overall and for each subgroup, with only two exceptions which came within -3 percentage points of NYS. This school has also consistently, for those same cohorts, exceeded the 4-year NYS graduation rates for all groups in all years. This school has consistently exceeded the 3<sup>rd</sup> Year On-Track to Graduate target of 75 percent, with the only exceptions being within the 2015 cohort for SWD and ELL students with 53 percent and 50 percent, respectively.

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

#### **Material Revision:**

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because it will allow the school to continue to provide a high-quality option to families and students in Sheepshead Bay. Approving this revision request is likely to improve student learning and achievement because the school suggests there will be no impact to the students since it is a reduction in enrollment and is currently under enrolled.

### Performance Framework Ratings:

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2015 Charter School Performance Framework Benchmark Ratings<sup>17</sup> New Visions Charter High School for Advanced Math and Science III**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>

<sup>17</sup> 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
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Check-in
  - Year 2: Midterm
  - Year 3: Check-In
  - 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: In April 2021 NYSED issued a Notice of Deficiency based on low total student enrollment numbers. The school was required to develop a CAP to identify strategies to implement to address its deficiencies.
  - Year 4: The school and CSO continued to have conversations about the effectiveness of the implementation of the strategies.
  - Year 5: With its renewal application, AMS III submitted a revision request to decrease the maximum approved enrollment from 500 to 430 students starting in the 2023-2024 school year. If approved, the school projects a gradual increase leading up to 430 students in year 5 of the next charter term.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as a Meets. Some results used to achieve this rating can include: graduation rate, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the New Visions Charter High School for Advanced Math and Science III is "AMS III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly."

The Key Design Elements are:

- (1) Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction
  - Teacher Development
  - Literacy and Math Skills for Every Student
  - Authentic Assessment
- (2) Individualized Support for Diverse Learners
- (3) Holistic Social Emotional Supports
- (4) Comprehensive Postsecondary Readiness
- (5) Inclusive Family Engagement
- (6) Civic and Community Engagement
- (7) Data-Driven Continuous Improvement

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

**B9:** See Attachment 1: 2022 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 declined from a Meets to an Approaches, due to the school struggling to meet its approved enrollment.

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

- The school has implemented extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and ED students. According to the school's renewal application and on-site focus group discussions, strategies include but are not limited to:
  - Working with the Lincoln Barretta marketing firm, which has assisted in maximizing the school's digital marketing budget;
  - Hiring a new recruitment coordinator;
  - Conducting virtual open houses and phone call campaigns and continuing to develop partnerships with feeder middle schools;
  - Accessing real-time applicant data through SchoolMint, the application and enrollment system managed by the New Visions network and analyze the potential correlation between the school's outreach and marketing efforts and the submitted student applications;
  - Annually identifying and analyzing feeder school information as well as information reported by students and families as to why the student enrolled in the school or ultimately declined enrollment. The school is paying particular attention to the schools that had been attended by currently enrolled SWDs and ELLs to increase efforts in these schools;
  - Making the enrollment application available to families in September, which allows for increased time to build relationships with families prior to the April lottery;
  - Conducting mailing campaigns in English and Spanish to 15,000 eighth graders;
  - Advertising through digital and social media as well as bus shelter ads;
  - Deploying a street outreach team;
  - Participating in local community events, fairs, and presentations hosted by local community-based organizations and social service networks;
  - Holding information sessions and open houses hosted by Student Ambassadors and school staff;
  - Offering monthly Saturday registration sessions;
  - Utilizing New Visions network's database to connect with its list of over 700 partner organizations;
  - Translating all marketing materials into Spanish, Haitian Creole, and Urdu to reflect the school's current student population;
  - Ensuring that students from all subgroup populations are represented in the Student Ambassador program; and
  - Partnering with the NYC Charter Center in using the Common Application to make the application, which is available in English and Spanish, more accessible.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

## **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 26, 2022. Twenty-four people attended, and seven spoke. Five were in favor of the renewal and revision. One was opposed, and one person asked additional questions not in favor or in opposition.

The school provided the following information pertaining to community engagement regarding its revision request:

- The school leadership and counseling team conducted three town hall meetings with parents in March 2022 to discuss right sizing the school and its enrollment. In addition, school enrollment has been discussed with the building council consisting of co-located charter and district schools on the shared campus. The school's space allocation is not expected to be impacted as a result of the requested enrollment revision. Given that the school is operating below the currently approved authorizer enrollment target the proposed revision will not impact class size or sections thus having no impact on instructional staff.

## New Visions Charter High School for the Humanities II

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>New Visions Charter High School for the Humanities II (HUM II)</b>
<b>Board Chair</b>	Fred Levy
<b>District of Location</b>	NYC CSD 8 <sup>18</sup>
<b>Initial Commencement of Instruction</b>	Fall 2012
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Charter: August 13, 2012 - June 30, 2017</li> <li>First Renewal: July 1, 2017 - June 30, 2020</li> <li>Second Renewal: July 1, 2020 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	900 Tinton Avenue, Bronx, NY – Public Space
<b>Innovative and Noteworthy Programs</b>	School leaders at HUM II believe that a deeper understanding of the humanities is important for students' postsecondary success. During this charter term, the school has enhanced its focus on reading, writing, and critical thinking across the curriculum; increased language offerings; incorporated a civic engagement project that will offer students the chance to earn the Seal of Civic Readiness; and developed an arts program sequence for Grades 9-12 that culminates in an advanced seminar in the arts that students may participate in their senior year. HUM II values the cultural and linguistic diversity among the members of its school community. The school is committed to capitalizing on students' English language development and providing a program to develop both English and Spanish at an academic level, allowing students the opportunity to earn the Seal of Biliteracy.
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nv-chs-hum-ii-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-nv-chs-hum-ii-22-23.pdf</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	566	566	566

<sup>18</sup> Twenty-three percent of all students residing in this district attend charter schools.



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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Recommended Enrollment</b>	566	566	566	566	566

### **Rationale for Renewal Recommendation**

Based on the Board of Regents 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 Benchmark 1 and, at the time of the renewal analysis, was Approaching Benchmark 9 and had met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

Over the course of this charter term, the trajectory for Benchmark 1 has improved from an Approaches to a Meets. The school's 6-year graduation rate for 2016 all students cohort of 89% equaled the NYS average and the school's 92% graduation rate for the 2017 5-year cohort and 2018 4-year cohort exceeded the NYS averages of 89% and 87% respectively. For the 2019 cohort, the on-track to graduate percentages range from 89% for the SWD group to 100% for the ELL group, well above the 75% target for this indicator.

When HUM II's current charter term began in the 2020-2021 school year, the school was placed under the 2019 NYSED CSO Performance Framework, which considers a school's aggregate and subgroup College and Career Readiness (CCR) outcomes. Currently the school's CCR outcomes are only available for the years leading up to and including the 2018-2019 school year. Therefore, there are no outcomes available for HUM II during its current charter term. This has continuously been an area of growth for the school, and as shown in Benchmarks 2 and 8 below, an area that the board, school leadership, and staff have put significant effort into improving since the last charter term.

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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### 2019 Charter School Performance Framework Benchmark Ratings<sup>19</sup> New Visions Charter High School for the Humanities II

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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.	Meets
	<b>Benchmark 2: Teaching and Learning:</b> 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
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> 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
	<b>Benchmark 6: Board Oversight and Governance:</b> 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
	<b>Benchmark 7: Organizational Capacity:</b> 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
Faithful	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets

<sup>19</sup> 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
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

#### **Monitoring and Oversight:**

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

### **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

#### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The school’s 6-year graduation rate for 2016 all students cohort of 89% equaled the NYS average and the school’s 92% graduation rate for the 2017 5-year cohort and 2018 4-year cohort exceeded the NYS averages of 89% and 87% respectively. For the 2019 cohort, the on-track to graduate percentages range from 89% for the SWD group to 100% for the ELL group, well above the 75% target for this indicator.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the New Visions Charter High School for the Humanities II is: "HUM II provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. HUM CHARTER II ensures that its graduates have the skills and content knowledge necessary to succeed in their postsecondary choices by engaging its students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of the humanities – the stories, the ideas, and the words that help us make sense of our lives – students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly."

The Key Design Elements are:

- (1) Innovative and Responsive Teaching and Learning:
  - Culturally Relevant Curriculum and Instruction
  - Teacher Development
  - Literacy and Math Skills for Every Student
  - Authentic Assessment
- (2) Individualized Support for Diverse Learners;
- (3) Holistic Social Emotional Supports;
- (4) Comprehensive Postsecondary Readiness;
- (5) Inclusive Family Engagement;
- (6) Civic and Community Engagement; and
- (7) Data-Driven Continuous Improvement.

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

**B9:** See Attachment 1: 2022 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. The school continues to evaluate and enhance its efforts to meet

enrollment targets. However, total student enrollment was 83% of approved enrollment in the 2020-2021 school year and 80% of approved enrollment in the 2021–2022 school year, which is below the 85% target. The percentage of SWDs enrolled in the school during the 2021-2022 school year (18%) was seven percentage points below the DOL.

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

- The parent coordinator markets the school on social media, through direct mailings, and throughout the community.
- The school’s marketing highlights the school’s academic program, including the extensive interventions and supports for all students. The school’s outreach also highlights the comprehensive Multi-tiered Support System (MTSS), student support services, wraparound services, and the Urban Health Plan clinic within the school building.
- Recruitment materials are available in English and Spanish and mention the school’s biliteracy program; language classes in Spanish, French, and Italian; and the opportunity for advanced language proficiency leading to the NYS Seal of Biliteracy.
- School leaders have been proactive in reaching out to and connecting with recent migrant arrivals and developing partnerships with organizations that work with newly arrived immigrant populations, sharing how the bilingual program would provide beneficial services for this population.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 26, 2022. Eleven people attended, and two spoke. Two were in favor of the renewal. No one was opposed.

## OnTECH Charter High School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>OnTECH Charter High School (OnTECH)</b>
<b>Board Chair</b>	Kwame A. Fluker
<b>District of Location</b>	Syracuse City School District <sup>20</sup>
<b>Initial Commencement of Instruction</b>	Fall 2018
<b>Charter Term(s)</b>	Initial Charter: August 1, 2018 - June 30, 2023
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>810 Willis Ave., Syracuse, NY 13204 (Main bldg.) - Private Space</li> <li>808 Willis Ave., Syracuse, NY 13204 (Annex bldg.) - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	OnTECH is designed to serve at-risk high school students, including overaged/under-credited students, as well as newly arriving immigrant and refugee students. According to the school's narrative outlining innovative aspects, the school has numerous supports to fulfill its mission to prepare students socially, emotionally, and academically, including career and technical education programs, summer work study opportunities, a trimester schedule to enable students to maximize credit-earning opportunities, and a comprehensive, integrated social-emotional learning curriculum and advisory program.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Decrease its authorized enrollment from the currently approved 360 students to 300 students beginning in the 2023-2024 school year; and</li> <li>Amend the Brain-based Learning Key Design Element by modifying the start of the school day from 10:00 a.m. to "later than 8:30 a.m." beginning in the 2023-2024 school year.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-ontech-chs-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-ontech-chs-22-23.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	360	360	360	360	360

<sup>20</sup> Eleven percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Recommended Enrollment</b>	300	300	300	300

### **Rationale for Renewal and Revisions Recommendation**

Based on the Board of Regents 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, was Approaching Benchmark 9 and had met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

OnTECH was chartered to serve over-age/under-credited students; therefore, their first 4-year cohort graduation rate of 62 percent was consistent with a Benchmark 1 rating of Approaching. Of the 79 students in the 2018 4-year graduation cohort, 49 graduated with Regents diplomas, while 30 are still enrolled, and no student had dropped out. It is anticipated that the 2018 cohort 5-year and 6-year graduation rates will meet or exceed the NYS average as the students are given the additional year(s) of support to satisfy graduation requirements.

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

#### **Material Revisions:**

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and approving these revision requests is likely to improve student learning and achievement because currently, the start time of 10:00 AM is too late for buses to transport students to school. In order to implement the school's brain-based learning Key Design Element, the school seeks to change the start time to be later than 8:30 AM instead of a 10:00 AM start time. COVID-19 pandemic related restrictions reduced the school's "grass roots" and in-person

enrollment efforts which the school depended on to meet its previous enrollment goals. The enrollment revision is likely to bring the school closer to its actual enrollment numbers.

### **Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

### **2015 Charter School Performance Framework Benchmark Ratings<sup>21</sup> OnTECH Charter High School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithful Implementation</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>

<sup>21</sup> 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
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Baseline Check-In
  - Year 2: Check-In
  - Year 3: Extended Check-In
  - Year 4: Midterm
  - 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: N/A
  - Year 5: N/A

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 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 not been determined as the school has just posted their first year, 2021-2022, of graduation data. OnTECH was chartered to serve over-age/under-credited students; therefore, their first 4-year cohort graduation rate of 62 percent was consistent with a Benchmark 1 rating of Approaching. Of the 79 students in the 2018 4-year graduation cohort, 49 graduated with Regents diplomas, while 30 are still enrolled, and no student had dropped out. It is anticipated that the 2018 cohort 5-year and 6-year graduation rates will meet or exceed the NYS average as the students are given the additional year(s) of support to satisfy graduation requirements. Some results used to achieve this rating can include: graduation rate, On-

Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the OnTECH Charter High School is to promote college, career and life readiness for under-credited, disconnected and at-risk youth living in Syracuse, enabling them to graduate from high school as life-long learners, prepared socially, emotionally and academically to lead fulfilling lives, contributing back to the community.

The Key Design Elements are: (1) Serves At-Risk Student Population; (2) Career & Technical Education; (3) Project-Based Learning Curriculum; (4) Brain-based learning; and (5) Social-emotional Learning.

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

**B9:** See Attachment 1: 2022 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. The school’s overall enrollment is 70 percent of the approved enrollment. The school’s enrollment of ELL students has consistently been below the DOL and, in the 2021–2022 school year, the school under enrolled ELLs by 18 percentage points compared to the DOL. Over the course of the charter, the school has consistently enrolled ED students at a rate that either meets or exceeds the DOL. For the last three years of the charter term, OnTECH has enrolled SWD at a rate either meeting or closely approaching that of the DOL, and in the 2021–2022 school, the school under enrolled SWD’s by 3 percentage points compared to the DOL. OnTECH’s overall retention rate and rates for each subgroup exceed those of the DOL.

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

- The school operates a free week-long camp during the spring vacation to provide Grade 8 students an opportunity to experience high school. The school uses print, online, radio, billboards, and other media strategies to inform the community about its program. To support recruiting efforts, the school hosts informational booths at city-sponsored family cultural events, including Juneteenth, the Latino Festival, and other festivals. In addition, the school's students serve as ambassadors to various community events. New recruitment strategies include student videos and a social media campaign.
- The school recruits SWDs through partnerships with outside social service and therapeutic service providers as well as the district CSE.
- The school acknowledges the challenge of recruiting ELL students and has plans to reengage with the community leaders in the New American community to learn more about which elements of education are important to these families.
- The school plans to hire a staff person who is solely focused on recruitment efforts, especially for ELL students.
- The school does not allow money to be a barrier to any of the many enrichment opportunities offered. For example, the school collected prom dresses that students could wear to prom and raised money for accessories and tuxedos for students. Local beauticians and barbers offered haircuts, manicures, and hair styling.
- The school offers students many opportunities to ensure that they are exposed to the world around them, such as college visits, theater, and ball games.
- No students are denied access due to transportation. Not only has the school negotiated to provide students safe transportation to and from school, but the school pays for private bussing in the summer to get students to and from summer programming.
- The school supports students getting to and from school, extracurricular activities and athletic competitions for free.
- The school pairs ELL students with advisors who can communicate in the parents' home language to ensure that parents feel like they are part of the community.
- The school has adopted a multiyear professional development program to train teachers to use the Sheltered Instruction Observation Protocol (SIOP) Framework to provide instruction to ELLs.

**B10:** 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 Syracuse City School District on October 4, 2022. Fifty-six people attended, and 35 spoke. Thirty-one were in favor of the renewal and revision for enrollment decrease. No one was opposed.

A second public hearing was held by the Syracuse City School District for an additional Key Design Element: Start Time revision on May 15, 2023. Three people attended, and one spoke in favor of the revision. No one was opposed.

The school provided the following information pertaining to community engagement regarding its the revision request:

- Issues regarding enrollment and the plan to amend the charter to reflect the actual enrollment have been part of the discussion during the monthly board meetings. School staff and community members regularly attend our monthly meetings, in addition to board members
- The plan regarding reducing enrollment has been part of the discussion at the monthly Family Council meetings. In addition, the founder and current interim head of school have discussed this issue with leaders of the parent body. Parents have expressed support for this amendment because they recognize that the COVID-19 pandemic has impacted the ability of parents to participate in school choice for a variety of reasons.
- In addition, parents welcome the amendment to decrease enrollment because the key reason parents choose OnTECH is for the smaller numbers of students in the classroom/school setting.

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

- The Rosamond Gifford Zoo, a partner since 2018 providing internships to students
- Student Diamond Hill, Class of 2026
- Retired Resident Dominique Elizabeth
- Parent Patrina Thomas

## South Bronx Classical Charter School II

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>South Bronx Classical Charter School II (SBCCS II)</b>
<b>Board Chair</b>	Jacob Elghanayan
<b>District of Location</b>	NYC CSD 7 <sup>22</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Term: August 21, 2013 - June 30, 2018</li> <li>First Renewal Term: July 1, 2018 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>K-5: 333 E 135TH ST Bronx, NY 10454 - Public Space</li> <li>6-8: 757 Concourse Village West, Bronx, NY 10451 - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	Each school within the Classical Charter Schools network is a learning organization. This, along with the network's agility and desire to innovate, to further its work towards accomplishing its mission, makes it unique. Schools do not have a principal; instead, the network hires (or promotes), develops, and places School Directors, Instructional Coaches, Deans of Students, Grade Team Leaders, and Operations Managers in its schools to fully support the development of all staff and scholars. The network has a focus on curriculum and instruction, which involves a culture of researching best practices and innovations in the field. Through its ClassiCorps program, the network has been able to recruit a passionate and dedicated young staff with a strong desire to grow and learn. To support school staff, the network offers an intensive and differentiated professional development cycle. The network is a data-driven organization and hires additional teaching staff to serve as learning specialists to provide scholars with small group instruction throughout the day to target scholars' needs.
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-sbccs-ii.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-sbccs-ii.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	363	397	427	438	438

<sup>22</sup> Thirty-seven percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	438	438	438	438	438

### **Rationale for Renewal Recommendation**

Based on the Board of Regents 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 Benchmark 1 and, at the time of the renewal analysis, was Approaching Benchmark 9 and had met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

With 85% of students proficient in ELA and 89% of students proficient in math on the 2021–2022 NYSTP 3-8 assessments, the school far surpasses its DOL and the NYS average. The school has consistently outperformed its DOL and the State average in each year of the charter.

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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings<sup>23</sup>**  
**South Bronx Classical Charter School II**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

**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

<sup>23</sup> 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.

- Year 3: Midterm
  - 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: In January 2019, the CSO issued SBCCS II a Notice of Concern for enrolling a smaller percentage of SWDs than the district of location.
    - Year 2: The CSO and school continued to discuss the effectiveness of the implementation of strategies to address this deficiency.
    - Year 3: The CSO and school continued to discuss the effectiveness of the implementation of strategies to address this deficiency.
    - Year 4: The CSO and school continued to discuss the effectiveness of the implementation of strategies to address this deficiency. The 2021-2022 enrollment data shows that the school has a -12 percentage-point differential compared to the district of location in the enrollment of SWD and ED students.
    - Year 5: The CSO and school continued to discuss the effectiveness of the implementation of strategies to address this deficiency.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent as a Meets. The school consistently out-performs both their DOL, NYC CSD 7, and NYS on the NYSTP 3-8 Assessments for both ELA and math. Some results used to achieve this rating can include: proficiency on the NYSTP 3-8 Assessments, and overall growth/trending. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).



**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school, while engaging in appropriate and consistent oversight of the school's performance and management.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the South Bronx Classical Charter School II is: "South Bronx Classical Charter School II 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 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, (6) Productive Citizens, and (7) Family Engagement.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

**B9:** See Attachment 1: 2022 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 the persistent under-enrollment of SWDs and ED students.

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

- According to the school's renewal application, the school has made increased efforts to recruit SWD and ELL. The school outlines ways in which they've recruited to meet mandates targets, including:
  - Conduct information session upon request in a variety of languages;
  - Distribute flyers throughout the South Bronx (in both English and Spanish);
  - Run social media campaigns; and
  - Communicate and translate the school application, important dates sheet, school quick facts, and the special services brochure distributed at recruiting fairs, nursery schools, Head Starts, and community organizations.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 20, 2022. Two people attended, and one spoke. One was in favor of the renewal. No one was opposed.

## Southside Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Southside Academy Charter School (Southside Academy)</b>
<b>Board Chair</b>	Dr. Carol Hill
<b>District of Location</b>	Syracuse City School District <sup>24</sup>
<b>Initial Commencement of Instruction</b>	Fall 2002
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter Term: January 16, 2002 - January 15, 2007</li> <li>• First Renewal: January 17, 2007 - June 30, 2007</li> <li>• Second Renewal: July 1, 2007 - June 30, 2010</li> <li>• Third Renewal: July 1, 2010 - June 30, 2015</li> <li>• Fourth Renewal: July 1, 2015 - June 30, 2017</li> <li>• Fifth Renewal: July 1, 2017 - June 30, 2020</li> <li>• Sixth Renewal: July 1, 2020 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	National Heritage Academies, Inc.
<b>Facilities</b>	2200 Onondaga Creek Blvd., Syracuse, NY - Private Space
<b>Innovative and Noteworthy Programs</b>	Southside Academy, a National Heritage Academies affiliated charter school, implements an integrated moral focus social-emotional learning program and leverages the expertise and scope of its CMO to operate efficiently, allowing school-level staff to fully focus on establishing an instruction-focused professional learning environment. Over the current three-year charter term, Southside Academy has stabilized leadership and established strong practices and policies to sustainably improve instruction.
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-southside-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-southside-22-23.pdf</a>

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	690	690	690

<sup>24</sup> Eleven percent of all students residing in this district attend charter schools.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	690	690	690	690

### **Rationale for Renewal Recommendation**

Based on the Board of Regents 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 Approaching Benchmark 1, and at the time of the renewal analysis was Approaching Benchmark 9 and had met the other eight performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

The school's overall ELA proficiency rate was 31 percent, and the differential to the DOL was +14 percentage points to the DOL, but -16 percentage points to the NYS average. The school's overall math proficiency rate was 14 percent, and the differential to the DOL was + 6 percentage points to the DOL and -25 percentage points to the NYS average.

As stated in the footnote under Table 1, 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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2019 Charter School Performance Framework Benchmark Ratings<sup>25</sup>**  
**Southside Academy Charter School**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>25</sup> 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: Midterm
  - 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: In February 2020, the NYSED CSO issued the school a Notice of Deficiency for academic, enrollment and board of trustee disclosure requirement deficiencies. The schools submitted the required CAP in March 2020.
  - Year 2: The CSO and school discussed the effectiveness of the implementation of strategies used to address the deficiencies.
  - Year 3: The CSO and school discussed the effectiveness of the implementation of strategies used to address the deficiencies.

### **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

#### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has changed from a Cannot Be Assessed during the 2020-2021 midterm site-visit to an Approaches due to the school's performance on the 2022 NYSTP 3-8 assessments. The school's overall ELA proficiency rate was 31 percent, and the differential to the district of location (DOL), Syracuse CSD, was +14 percentage points than the DOL, but -16 percentage points compared to the NYS average. The school's overall math proficiency rate was 14 percent, and the differential to the DOL was + 6 compared to the DOL and -25 compared to the NYS average. Details of these results are provided in the "Rationale for Renewal and Revisions Recommendation" section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

#### **Key Performance Area: Organizational Soundness**

**B4:** 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 a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently

audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the Southside Academy Charter School is: "Southside Academy Charter School offers families and students a community public charter school that provides a challenging academic program, focuses on high achievement, and instills a sense of family, community and leadership within all of its students."

The Key Design Elements are: (1) Academic Excellence; (2) Student Responsibility; (3) Moral Focus; and (4) Parental Partnerships.

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

**B9:** See Attachment 1: 2022 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 of SWD and ELL students.

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

- The school hired a full-time admissions representative as well as a family engagement liaison, both of whom support and implement the school's recruitment strategies, such as building and sustaining relationships with early childhood and family support service providers that serve the immigrant, refugee, and special needs populations of the region.
- In interviews during, the renewal visit, staff noted that the school's current enrollment, which is nearly at its charter maximum; its extensive waitlist; and its high student retention rates, leave new kindergarten enrollment as the best opportunity to enroll SWD and ELL students, with many of its recruitment and retention efforts focused at this level.

**B10:** 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 Syracuse City School District on September 28, 2022. Six people attended, and no one spoke. Five were in favor of the renewal. No one was opposed.

## Urban Dove Team Charter School II

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Urban Dove Team Charter School II (UD Team II)</b>
<b>Board Chair</b>	Michael Grandis
<b>District of Location</b>	NYC CSD 8 <sup>26</sup>
<b>Initial Commencement of Instruction</b>	Fall 2018
<b>Charter Term</b>	Initial Charter: August 1, 2018 - June 30, 2023
<b>Comprehensive Management Service Provider</b>	Urban Dove, Inc.
<b>Facilities</b>	671 Prospect Avenue, Bronx NY 10456 – Private Space
<b>Innovative and Noteworthy Programs</b>	UD Team II, a transfer high school, supports over-age/under-credited students in developing the social-emotional and academic skills needed to graduate prepared for college and career. UD Team II students work with staff to create and monitor graduation plans that support students' ability to meet graduation goals. The school also provides students with college exposure (e.g., college visits, application development) as well as leadership development training by having students participate in the HiRiser program where they lead afterschool sports, etc.
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-udtcs-ii-22-23.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-udtcs-ii-22-23.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	Ungraded	Ungraded	Ungraded	Ungraded	Ungraded
<b>Total Approved Enrollment</b>	110	205	295	305	305

<sup>26</sup> Twenty-three percent of all students residing in this district attend charter schools.



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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	Ungraded	Ungraded	Ungraded	Ungraded	Ungraded
<b>Total Recommended Enrollment</b>	305	305	305	305	305

### **Rationale for Renewal Recommendation**

Based on the Board of Regents 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 Approaching Benchmark 1, and, at the time of the renewal analysis, was Meeting the other nine performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

There is no trajectory statement for the course of this charter term as this benchmark has not been previously rated. Urban Dove is a transfer high school (HS). Unlike a traditional HS which is rated based on the 4-year grad rate and other metrics, a transfer school adds value to the students' high school experience by retaining them 5, 6, and sometimes 7 years until they graduate. Therefore, the difference between the 4-year rate and the 6-year rate by cohort is used to evaluate this type of school. The school's 2017 cohort's (the first truly full cohort to date) 4-to 5-year differential of +13 percentage points for all students and the differentials for SWDs (+19) and ELLs (+25) and ED students (+12) indicate that the school is creating better outcomes for their students.

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 the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the entire charter term and are considered by NYSED when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings<sup>27</sup>**  
**Urban Dove Team Charter School II**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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 (NYSL) 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Meets</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

**Monitoring and Oversight:**

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

<sup>27</sup> 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.

- Year 1: Baseline Check-in
  - Year 2: Check-in
  - Year 3: Midterm
  - 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: N/A
    - Year 5: N/A

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). This benchmark has not been previously rated. Urban Dove is a transfer high school (HS). Unlike a traditional HS which is rated based on the 4-year grad rate and other metrics, a transfer school adds value to the students' high school experience by retaining them 5, 6, and sometimes 7 years until they graduate. Therefore, the difference between the 4-year rate and the 6-year rate by cohort is used to evaluate this type of school. The school's 2017 cohort's (the first truly full cohort to date) 4-to 5-year differential of +13 percentage points for all students and the differentials for SWDs (+19) and ELLs (+25) and ED students (+12) indicate that the school is creating better outcomes for their students.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the Urban Dove Team Charter School II is “Urban Dove 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) Sport-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.

**B9:** See Attachment 1: 2022 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 Approaches to Meets due to the school’s ability to meet its SWD and ED enrollment targets; make improvement and nearly meet the ELL target; and meet retention targets for SWD, ED, ELL and the all-student groups.

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

- Conversations with staff, particularly counselors and social workers at other traditional and charter schools throughout the Bronx to identify target students, phone outreach campaigns, and open houses.
- To increase overall enrollment and for ELLs, the school has hired ELL teachers; implemented targeted interventions (e.g., READ 180, ACHIEVE 3000) to support ELL students, employed Spanish speaking staff to communicate with families in language spoken at home, and make available both instructional and outreach materials in languages other than English.

**B10:** Over this charter term, the trajectory for this benchmark has been consistent as Meets due to general compliance with applicable state and federal laws and the provisions of its charter.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 20, 2022. Seven people attended, and seven spoke. Seven were in favor of the renewal. No one was opposed.

## Utica Academy of Science Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	<b>Utica Academy of Science Charter School (UASCS)</b>
<b>Board Chair</b>	Dr. Fehmi Damkaci
<b>District of Location</b>	Frankfort-Schuyler City School District <sup>28</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Charter Term: September 5, 2013 - June 30, 2018</li> <li>First Renewal Term: July 1, 2018 - June 30, 2023</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	160 School Lane, Frankfort, New York 13340 - Private Space
<b>Innovative and Noteworthy Programs</b>	As of the 2022–2023 school year, UASCS has completed its planned growth and serves students in kindergarten through Grade 12. The school is in its second year of residence in the Frankfort facility that brought all grades on to the same campus. Parents, teachers, and school leaders who were interviewed during the renewal visit indicated that relations between UASCS and the Utica City School District (UCSD) have improved since the early years of the school's operation.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Increase its authorized enrollment from the currently approved 858 students to 975 students beginning in the 2023–2024 school year; and</li> <li>Amend the school's Key Design Elements as follows: 1) Focused on STEM and Environment; 2) Global Education; 3) Student-Centered School Structure; 4) Parental Involvement and Home Visits; 5) Performance Based Accountability to align the KDEs and academic program to the other charter schools in the network of Science Academies of New York (SANY) Charter Schools beginning in the 2023–2024 school year.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-uascs.pdf">https://www.nysed.gov/sites/default/files/programs/charter-schools/final-ren-sv-rpt-to-uascs.pdf</a>

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

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	K - Grade 1 Grades 6 - 12	K - Grade 2 Grades 6 - 12	K - Grade 3 Grades 6 - 12	K - Grade 4 Grades 6 - 12	K - Grade 12
<b>Total Approved Enrollment</b>	594	660	726	792	858

<sup>28</sup> Two percent of all students residing in this district attend this charter school; 7 percent of all students residing in the Utica City School District attend this charter school.

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
<b>Total Recommended Enrollment</b>	975	975	975	975

### **Rationale for Renewal and Revisions Recommendation**

Based on the Board of Regents 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 Benchmarks 1, 9 and 10, and, at the time of the renewal analysis, had met the other seven performance benchmarks in the Framework.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic and the exceptional efforts that staff has made to keep students safe while working to provide effective academic and social-emotional supports to students.

Based on the 2021--2022 NYSTP 3-8 assessments for ELA and math, shown in Attachment 1, UASCS's proficiency results, overall and for all subgroups, approach or surpass the school's comparison district, Utica CSD, and the DOL, Frankfort-Schuyler CSD, but are below NYS proficiency rates and the school's math proficiency results have dropped -19 percentage points when compared to the 2018-2019 results.

#### **Material Revisions:**

Approving these revision requests is likely to improve student learning and achievement because the school's Key Design Elements are being revised to better align with the Syracuse Academy of Science model, a school that is in the same network as Utica Academy of Science Charter School. This would help the school financially and would help SANY create a similar structure across all existing SANY-operated schools. Utica Academy of Science Charter School seeks to increase the maximum enrollment from 858 to 975 students due to a significant waiting list of students that demonstrate high demand for student entry. This revision would increase the number of students in each grade from 66 to 75.

#### **Performance Framework Ratings:**

At the time of the 2022 renewal site visit, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks. The following ratings reflect school performance over the

entire charter term and are considered by NYSED when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings<sup>29</sup>**  
**Utica Academy of Science Charter School**

2015 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>29</sup> 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: Midterm
  - Year 4: Check-In
  - Year 5: Renewal
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated:
  - Year 1: NYSED issued a Notice of Concern based on ELL subgroup enrollment as compared to the district of location.
  - Year 2: The school and CSO had conversations regarding the strategies the school uses to address the ELL subgroup enrollment concern.
  - Year 3: The school and CSO continued conversations about the effectiveness of strategies the school implements to address the ELL subgroup enrollment concern.
  - Year 4: UASCS continued to enroll fewer ELL students than Utica CSD. According to the 2021-2022 data, UASCS is -9 percentage points below the Utica CSD for ELLs.
  - Year 5: In its renewal application and the board focus group, the school mentions using a weighting system to improve the chances for ELL students to be selected in the enrollment lottery. The admissions tab on the UASCS website does not explain the ELL weighting strategy. The renewal application notes that building leaders monitor retention of SWD, ELL, and ED and report that data to the board monthly. The CSO and school will continue conversations regarding ELL enrollment during the upcoming charter term.

### **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

#### **Key Performance Area: Educational Success**

**B1:** See Attachment 1: 2022 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to the most recent academic performance on the NYSTP 3-8 Assessments in ELA and math. Some results used to achieve this rating can include: proficiency on the NYSTP 3-8 Assessments, overall growth/trending, graduation rate, On-Track to Graduate, and Regents Exam passing rates. Details of these results are provided in the “Rationale for Renewal and Revisions Recommendation” section.

**B2:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.



**B3:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Organizational Soundness**

**B4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**B5:** 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.

**B6:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

**B7:** Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

### **Key Performance Area: Faithfulness to the Charter and Law**

**B8:** The mission of the Utica Academy of Science Charter School is that the school will provide support, challenges, and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global and environmental issues.

The Key Design Elements are: (1) College Preparatory; (2) Focused on STEM; (3) Environmental Education; (4) Global education; (5) Youth Leadership Program; (6) Tutoring and Afterschool Programs; (7) Parent Involvement; and (8) Performance based accountability.

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

**B9:** See Attachment 1: 2022 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 continuing under enrollment of the SWD and ELL subgroups.

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

- UASCS is building community relationships; promoting the school on social media; and distributing flyers detailing the school's support for all students including SWD, ELL, and ED students as their primary recruitment strategies.
  - In the renewal application and the board focus group, the school mentions using a weighting system to improve the chances for ELL students to be selected in the

enrollment lottery, which appears to have been successful based on school reports from the most recent lottery.

- Board members acknowledge that they have not adjusted the enrollment policy to use a similar weighting for SWD. In the focus group, school leaders explained that, since most openings in the school are in kindergarten, SWD are not likely to be identified at that early age. Although the weighting strategy was credited by the school with improving application percentages from the target populations, the admissions tab on the UASCS website lists only three preferences for admissions selection – returning students, siblings, and residents of Utica City School District – and does not explain the ELL weighting strategy. The enrollment policy submitted with the renewal application lists a fourth preference for enrollment that includes students in the Frankfort-Schuyler CSD, not cited on the website.
- The renewal application notes that school leaders monitor retention of SWD, ELL, and ED and report that data to the board monthly.

**B10:** Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to concerns with maintaining accurate board meeting minutes, fingerprinting and clearance requirements, maintaining all records required to be placed on the school's website, timely submission of NYSED requested documents, and implementation of changes to the charter prior to receiving Board of Regents or NYSED approval.

### **Summary of Public Comment**

The required public hearing was held by the Frankfort-Schuyler Central School District on October 11, 2022. Seventeen people attended, and two spoke. No one spoke in favor of the renewal and revisions. No one was opposed.

The school provided the following information pertaining to community engagement regarding its revision request.

- Utica Academy of Science received many requests from parents who would like to enroll their child(ren) into the school but could not, due to the charter school enrollment cap. They had to be placed on the waiting list. Many parents were on the waiting list for more than a year.
- During the SANY strategic meeting, based on the feedback that has been received from school administrators and teachers, proposed key design elements were discussed with the board members to reflect the key design elements of the charter.
- During the SANY strategic meeting, the effectiveness of the organization was discussed with the school's stakeholders. The outcome of those discussions is the proposed organizational chart revision.

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

- Mr. Raymond J. Durso, President and CEO, The Genesis Group of the Mohawk Valley Region
- Dr. Laura M. Casamento, President, Utica University President
- Ms. Alicia Dicks, Present and CEO Community Foundation of Herkimer and Oneida Counties
- Hon. Marianne Buttenschon, Assemblywoman of the 119<sup>th</sup> District
- Hon. Robert M. Palmieri, Mayor, City of Utica

- City of Utica Common Council Members
  - Hon. Katie Aiello. 1st District
  - Hon. Robert Burmaster. 2nd District
  - Hon. Celeste Friend. 3rd District
  - Hon. Frank Meola. 4th District
  - Hon. Venice Ervin. 5th District
  - Hon. Joseph Betrus, Jr. 6th District
  - Hon. Frank DiBrango. Council at Large

**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](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<https://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](https://www.nysed.gov/charter-schools/charter-school-regulations-1197) (<https://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](https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<https://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.