



TO: [REDACTED] P-12 Education Committee

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

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

DATE: May 30, 2024

AUTHORIZATION(S):

Betty M.
SUMMARY

Issue for Decision

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

- **Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School** (Five-Year renewal);
- **Riverton Street Charter School** (Five-Year renewal); and
- **Summit Academy Charter School** (Two-Year renewal)?

Reason(s) for Consideration

Required by State statute.

Proposed Handling

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

Procedural History

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

Background Information

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

Related Regents Items

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School

February 2008: [Charter Schools: Proposed Charter for the Bronx Global Learning Institute for Girls Charter School](https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca11.htm)

(<https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca11.htm>)

February 2013: [Charter Schools: Short-term Renewals for 5 Charter Schools Authorized by Chancellor of the New York City](https://www.regents.nysed.gov/sites/regents/files/213p12a2%5B1%5D.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/213p12a2%5B1%5D.pdf>)

April 2013: [Charter Schools: Renewal of Seven Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/413p12a4Revised_0.pdf)

(https://www.regents.nysed.gov/sites/regents/files/413p12a4Revised_0.pdf)

April 2013: [Summary of April 2013 Meeting](https://www.regents.nysed.gov/sites/regents/files/513bra2.2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/513bra2.2.pdf>)

June 2015: [Charter Schools: Revision to a Charter Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/meetings/Jun%202015/615p12a6.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/Jun%202015/615p12a6.pdf>)

March 2018: [Charter Schools: Renewals to Charters Authorized by the New York City Department of Education Chancellor \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf>)

March 2021: [Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/321p12a2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/321p12a2.pdf>)

March 2023: [Revision Recommendations for Charter Schools Authorized by the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/323p12a2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/323p12a2.pdf>)

Riverton Street Charter School

January 2010: [Initial Charter](https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsccommitteerep.htm)

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

July 2010: [Revision](#)
(<https://www.regents.nysed.gov/meetings/2010/2010-07-9>)

January 2015: [First Renewal](#)
(<http://www.regents.nysed.gov/report/jan-2015/p-12-education>)

May 2019: [Renewal Recommendations for Charter Schools](#)
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

Summit Academy Charter School

December 2008: [Charter Schools: Proposed Charter for the Summit Academy Charter School](#)
(<https://www.regents.nysed.gov/meetings/2008/2008-12-57>)

December 2013: [Charter Schools: Charter Renewal Recommendations for Seven Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](#)
(<https://www.regents.nysed.gov/sites/regents/files/1213p12a3%5B1%5D.pdf>)

April 2017: [Charter Schools: Renewals to Charters Authorized by Chancellor of the New York City Department of Education \(NYCDOE\)](#)
(<https://www.regents.nysed.gov/sites/regents/files/417p12a6.pdf>)

May 2019: [Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education](#)
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

Recommendation

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

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

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

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

Timetable for Implementation

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



**Department of
Education**
Chancellor David C. Banks

Bronx Global Learning Institute for Girls Charter School

Table 1: Charter School Summary

Name of Charter School	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School (BGLIG)
Board Co-Chairs	Dina Velez and Cindy Truong
District of Location	New York City (NYC) Community School District (CSD) 7 ¹
Initial Commencement of Instruction	Fall 2008
Charter Term(s)	<ul style="list-style-type: none">Initial Term: February 12, 2008 – February 11, 2013First Renewal Term: February 12, 2013 – June 30, 2013Second Renewal Term: July 1, 2013 – June 30, 2018Third Renewal Term: July 1, 2018 – June 30, 2021Fourth Renewal Term: July 1, 2021 – June 30, 2024
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none">750 Concourse Village W-Lower Level, Bronx, NY 10451 – District Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none">BGLIG students are provided various ways of exhibiting leadership, beginning with dual language learning in English and Spanish.Students take part in a college preparatory academic program enriched by technology and the arts.All instructional decisions are grounded in the review of data. Specific needs of BGLIG students are considered as part of lesson planning and activities are differentiated to meet all students' needs.
Key Design Elements	<ul style="list-style-type: none">Academic rigorDual-language programData-driven small group differentiated instructionSingle-gender instruction focusing on creating female leadersStrong professional development for teachers and teaching assistantsCollaborative professional learning environmentPerforming arts programsTechnology-infused instructionParent engagement
Recommended Material Revisions	<ul style="list-style-type: none">None

¹ Thirty-eight percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	450	450	450	450	396

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	396	396	396	396	396

Rationale for Renewal Recommendation

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

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

Renewal Condition

The charter school will demonstrate growth in the number of students enrolled in each year of the charter term, as measured on BEDS Day each year, and will ultimately meet or exceed 85% of authorized enrollment by the end of the charter term.

Monitoring and Oversight:

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

- Year 2 (2022-2023): Annual Comprehensive Review (ACR) visit
- Year 3 (2023-2024): Renewal Visit

The school had two renewal conditions for its charter term:

- By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for Students with Disabilities (SWDs) and ultimately meet the host community school district enrollment rates by the end of the charter term.
- By June 30th of each year of the next charter term, the Board must submit a report to the authorizer detailing what special programming was added in the current school year and what programming will be added in the upcoming year, as well as a reflection on the school's progress towards increasing the enrollment rate of SWDs.

Summary of Evidence for Renewal

The school's proficiency rates on State assessments for ELA exceeded the district of location for all students and SWDs, English Language Learners (ELLs), and economically disadvantaged (ED) students throughout the charter term. Though the school fell below the CSD overall in math and for some subgroups in the first year of testing following the pandemic, in the most recent year of testing the school exceeded the math performance of the CSD overall and in all subgroups.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

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

Academic Program: BGLIG offers an all-girls dual-language program and the opportunity for its students to engage in technology classes and a performing arts program. The school's dual-language program alternates weeks of teaching in English and Spanish. BGLIG's approach to math instruction builds on foundational skills and aims to strengthen students' conceptual understanding of math. Teachers implement number talk into daily lessons, allowing students to share, inquire, and develop ideas around math concepts. The school uses Lavinia, EnVision Math, and Illustrative Math (IL) to engage students and develop their higher-order mathematical thinking. Elementary schedules include an additional 45-minute block for 'Small Group' math practice, and the middle school also has a 45-minute Learning Lab for differentiated math practice. The school lowers the student-teacher ratio by placing two adults in every classroom.

BGLIG uses the ELA curriculum developed by Teachers College, Columbia University, including an in-house coach to develop and implement the ELA curriculum, units of study, and assessment. The school translates that curriculum into Spanish. During our Year 3 visit, the authorizing team observed that this practice resulted in a gap in the core Spanish instruction and noted that BGLIG would benefit from the use of a fully bilingual curriculum that supports the development of all five pillars of literacy instruction.

Academic Program for students with disabilities and English language learners (ELL): BGLIG takes the whole child approach in supporting students to ensure the academic, emotional, and physical needs of each scholar are met. School staff works to differentiate education for each student and support the

professional development of teachers who work closely with students with disabilities by partnering with the Regional Partnership Support Team (RPST), a collaboration between the New York State Education Department and the Office of Special Education as well as with the Collaborative for Inclusive Education to build the capacity of educators at BGLIG. In 2022-2023, BGLIG expanded its ICT classrooms to every grade level.

As a dual-language school, BGLIG offers an immersion model in English and Spanish that aims to benefit all students who are part of the program. The model offers an opportunity to master Spanish for heritage speakers and the chance to learn Spanish for students who are monolingual or do not speak Spanish when they enter the school. The school offers all core instruction in both languages so that the students of BGLIG develop bi-lingual and biliteracy skills throughout their coursework. BGLIG also provides pull-out services with small group or individual instruction for their ELL population. During the 2022-23 school year, BGLIG's student support services team consisted of a Director of Student Support, an Assistant Director of Student Support, a social worker, two guidance counselors, and a parent support coordinator.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 7

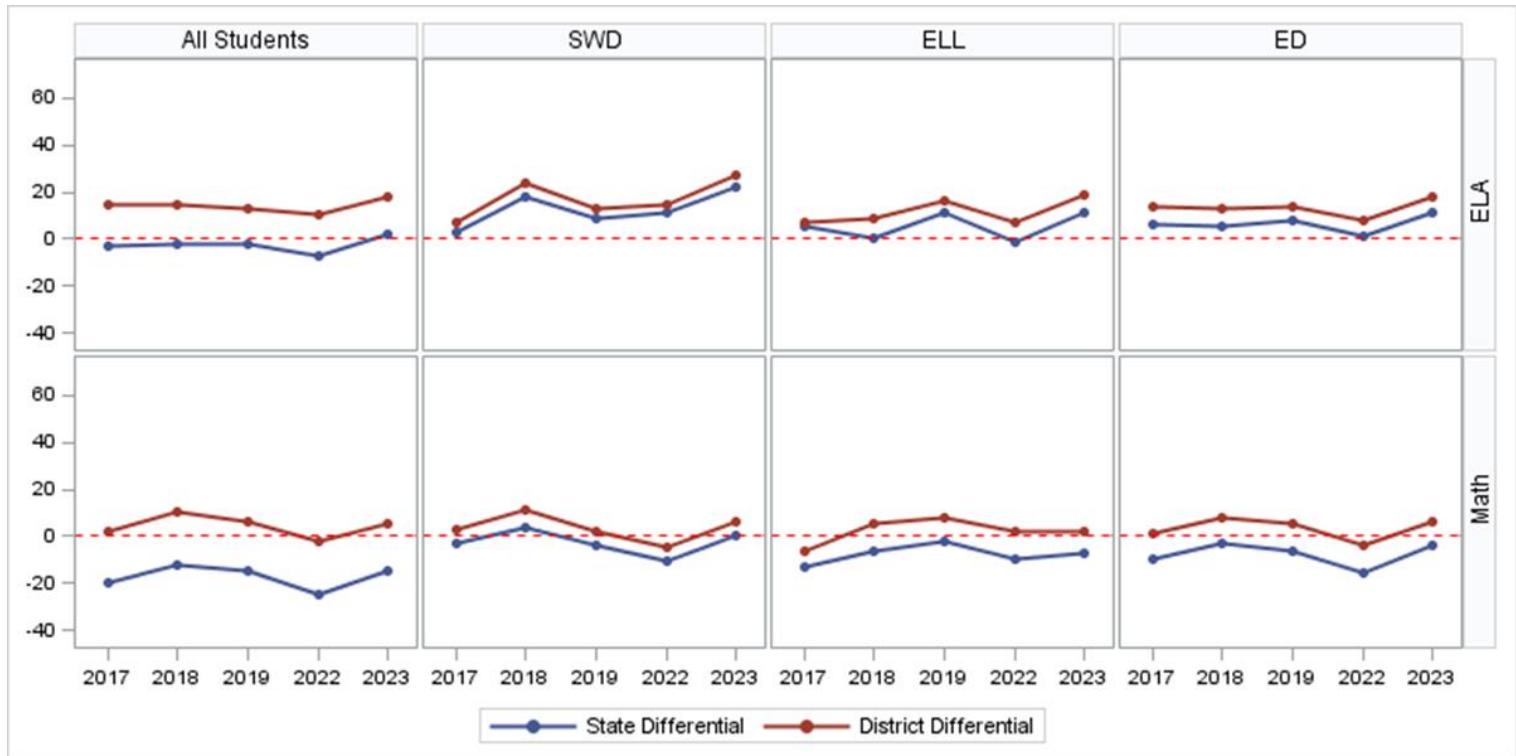


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	District Differential	NYS	NYS Differential	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2016-2017	37%	22%	+15	40%	-3	20%	18%	+2	40%	-20
	2017-2018	43%	28%	+15	45%	-2	33%	23%	+10	45%	-12
	2018-2019	44%	31%	+13	46%	-2	32%	26%	+6	47%	-15
	2021-2022	40%	30%	+10	47%	-7	14%	16%	-2	39%	-25
	2022-2023	50%	32%	+18	48%	+2	36%	31%	+5	51%	-15
SWD	2016-2017	14%	7%	+7	11%	+3	11%	8%	+3	14%	-3
	2017-2018	35%	11%	+24	17%	+18	22%	11%	+11	18%	+4
	2018-2019	24%	11%	+13	15%	9	14%	12%	+2	18%	-4
	2021-2022	27%	12%	+15	16%	+11	3%	8%	-5	14%	-11
	2022-2023	41%	14%	+27	19%	+22	23%	17%	+6	23%	0
ELL	2016-2017	17%	10%	+7	12%	+5	6%	12%	-6	19%	-13
	2017-2018	25%	16%	+9	25%	0	23%	18%	+5	29%	-6
	2018-2019	36%	20%	+16	25%	+11	29%	21%	+8	31%	-2
	2021-2022	28%	21%	+7	29%	-1	15%	13%	+2	25%	-10
	2022-2023	40%	21%	+19	29%	+11	27%	25%	+2	34%	-7
ED	2016-2017	36%	22%	+14	30%	+6	19%	18%	+1	29%	-10
	2017-2018	41%	28%	+13	36%	+5	31%	23%	+8	34%	-3
	2018-2019	44%	30%	+14	36%	+8	31%	26%	+5	37%	-6
	2021-2022	38%	30%	+8	37%	+1	12%	16%	-4	28%	-16
	2022-2023	49%	31%	+18	38%	+11	36%	30%	+6	40%	-4

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

Use of Data/Ability to Monitor Progress

As an assessment tool for both ELA and math, BGLIG uses i-Ready diagnostic tools and coaches to support differentiated and targeted instruction. The impact is revealed in classroom observations and student data analysis. The school collaborates with Teachers College coaches and has an in-house expert teacher who supports teachers and staff in using data to determine the scope, sequence, and pacing of units and to provide differentiated support to students.

Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

Table 5: Aggregate Enrollment: Reported vs Contracted

Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	450	421	94%
2019-2020	450	441	98%
2020-2021	450	397	88%
2021-2022	450	369	82%
2022-2023	450	339	75%

BGLIG's enrollment of ELL and ED students has been within or above the target range of CSD 7 through this charter term. The school increased its overall enrollment of SWD students during the course of the charter term, ultimately reporting enrollment 10 percentage points below the CSD as of the most recent year of data (see Table 6). However, when comparing the enrollment rate of SWD students at BGLIG with the enrollment rate of girls with IEPs in CSD 7, the school is within the target range (see Table 7). The school has a student admissions preference for siblings, students who do not speak English at home, students with disabilities, and students and families residing within CSD 7.

The school was within or above the target range for overall retention and retention of ELL and ED students throughout the charter term. The school's retention of SWDs has fluctuated during the course of the charter term (see Table 8). Over the course of the current charter term, BGLIG has expanded services offered to students with IEPs, including expanding the availability of ICT classes, and the school has partnered with the Collaborative for Inclusive Education to provide targeted professional development to our special education and leadership teams.

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

	SWD			ELL			ED		
	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	Differential to District	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	Differential to District	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	Differential to District
2018-2019	14%	28%	-14	21%	24%	-3	90%	95%	-5
2019-2020	12%	28%	-16	22%	23%	-1	92%	95%	-3
2020-2021	14%	28%	-14	25%	23%	+2	90%	96%	-6
2021-2022	17%	28%	-11	24%	23%	+1	94%	96%	-2
2022-2023	19%	29%	-10	21%	23%	-2	90%	96%	-6

Table 7: Subgroup Enrollment of Girls: Students with Disabilities

	SWD		
	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	Girls in NYC CSD 7	Differential to District
2018-2019	14%	19%	-5
2019-2020	12%	20%	-8
2020-2021	14%	20%	-6
2021-2022	17%	21%	-4
2022-2023	19%	21%	-2

Table 8: Student Retention – Aggregate and Subgroup

	All Students		SWD		ELL		ED	
	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	Differential to District	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7	Differential to District	Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School	NYC CSD 7
2018-2019	85%	84%	+1	86%	84%	+2	86%	84%
2019-2020	81%	84%	-3	79%	84%	-5	77%	83%
2020-2021	85%	87%	-2	86%	85%	+1	86%	87%
2021-2022	83%	79%	+4	90%	80%	+10	85%	82%
2022-2023	75%	82%	-7	66%	84%	-18	75%	84%

Legal Compliance

BGLIG operates partially in compliance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The Board holds meetings in accordance with the Open Meetings Law. The school is currently out of compliance with its charter agreement by enrolling fewer than 85% of authorized enrollment. As a result, the school has a condition on this renewal recommendation to increase student enrollment.

Essential Question 3: Is the school financially viable?

Financial Condition

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

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school consistently met these targets during the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school consistently met these targets during the charter term. Though the school is not enrolling at least 85% of the authorized enrollment, the NYCDOE has no concerns about the financial viability of the school.

Financial Management

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

Summary of Public Comment

The required public hearing for the renewal was held by the New York City Department of Education on January 29, 2024. Forty-one people attended the hearing and twenty spoke. Twenty people were in favor of the renewal. No one was opposed. Thirty-one people submitted written comments in support of the renewal and eleven letters of support were shared from community partners.

Riverton Street Charter School

Table 1: Charter School Summary

Name of Charter School	Riverton Street Charter School (RSCS)
Board Chair	Keisha Phillips-Kong
District of Location	New York City (NYC) Community School District (CSD) 29 ²
Initial Commencement of Instruction	Fall 2010
Charter Term(s)	Initial Charter: January 12, 2010 – January 11, 2015 First Renewal: January 12, 2015 – June 30, 2019 Second Renewal: July 1, 2019 – June 30, 2024
Comprehensive Management Service Provider	National Heritage Academies (NHA)
Facilities	118-34 Riverton Street, Queens, NY 11412 – Private Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> At RSCS, data drives instruction and social-emotional learning (SEL). The school uses cycles of interim assessments provided by their Charter Management Organization, NHA, coupled with daily checks for understanding to constantly monitor proficiency and progress. Additionally, the school has a Care Team that aggregates and assesses student-level behavioral data to ensure every child has differentiated and needed support for SEL. RSCS implements explicit, direct instruction for students who need additional support in reading comprehension. RSCS has a strong culture in the school, as evidenced by a moral focus curriculum. The moral character curriculum came to life in student-led assemblies and performances that celebrate character, academic success, and citizenship all connected to RSCS's monthly character theme.
Key Design Elements	<ul style="list-style-type: none"> Family involvement Strong cultural and community relationships Solid student values and social responsibility
Recommended Material Revisions	<ul style="list-style-type: none"> None

² Twelve percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	990	990	990	990	990

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Authorized Enrollment	990	990	990	990	990

Rationale for Renewal Recommendation

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

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

Renewal Condition

The school's board will hold monthly meetings each month of the next charter term as required in the Charter Schools Act, ensuring that such meetings meet all public noticing and quorum requirements.

Monitoring and Oversight:

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

Summary of Evidence for Renewal

The school's proficiency rates on State assessments for ELA have exceeded the district of location in the current charter term for all students, for students with disabilities (SWDs), English Language Learners (ELLs), and economically disadvantaged (ED) students. The same is true for performance on math assessments, except for ELL students in 2022-2023 when the school performed 8 percentage points below the CSD.

Essential Question 1: Is the school an academic success?

Student Performance – Elementary/Middle School Outcomes

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

Academic Program: RSCS has a rigorous curriculum that drives the school's academic success. RSCS and NHA have collaborated to develop a curriculum driven by data and aligned with state standards. The combination of curriculum, curricular tools, and resources is meeting and exceeding current and future standards. The curriculum helps students master key skills and knowledge in each content area, at each grade level. To support the curriculum, RSCS invests in instructional tools to aid their efforts in teaching to meet standards. This includes Bridges Math for grades K through 5, which provides hands-on learning with the use of real-world scenarios, visual models, and manipulatives. Bridges also uses questioning strategies to draw out student thinking. This charter term, RSCS also introduced Illustrative Math, a problem-based core curriculum designed to address content and practice standards in a way that makes math accessible to all learners in grades 6 through 8. The school also enhanced its science curriculum with STEMscopes, which are student-centered and offer a hands-on experience to engage students. Other curricular tools and strategies the school uses include Fountas and Pinnell Literacy, a comprehensive program that is used to assess scholar reading levels. Math Stories, which ensures that students build conceptual understanding and daily opportunities to solve problems, will remain in use, along with Bridges, in grades K-5. Reading Mastery and Corrective Reading are two programs that help students with decoding, reading fluency, reading accuracy, and comprehension. This program supports all skill levels, including ELLs and SWDs.

Academic Program for students with disabilities and English language learners (ELL): RSCS individualizes instruction for students with disabilities and provides the least restrictive environment as determined by each student's Individualized Education Plan (IEP). Students receive special education teacher support services directly and indirectly from certified special education teachers in small-group, pull-out, or push-in models. The school tracks student progress toward their IEP goals throughout the school year and uses progress-monitoring data to complete IEP progress reports that are sent to parents several times a year. After students transition from ELL services, RSCS continues to monitor their progress and provide support based on student needs.

A solid instructional foundation helps ELLs reach the same expectations, standards, and challenges all students face as they seek proficiency in listening, speaking, reading, and writing in English. RSCS sets ELL-specific goals to build social skills and academic proficiency in English. The school also implements needed accommodations in classrooms and on assessments. Instruction builds on previous learning and cognitive abilities and is scaffolded to support students' language proficiency. ELL students take all required state, school, and classroom assessments to monitor progress in core content areas and English proficiency. RSCS offers Integrated Co-Teaching (ICT) and 12:1:1 classrooms in every grade.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison to NYC CSD 29**

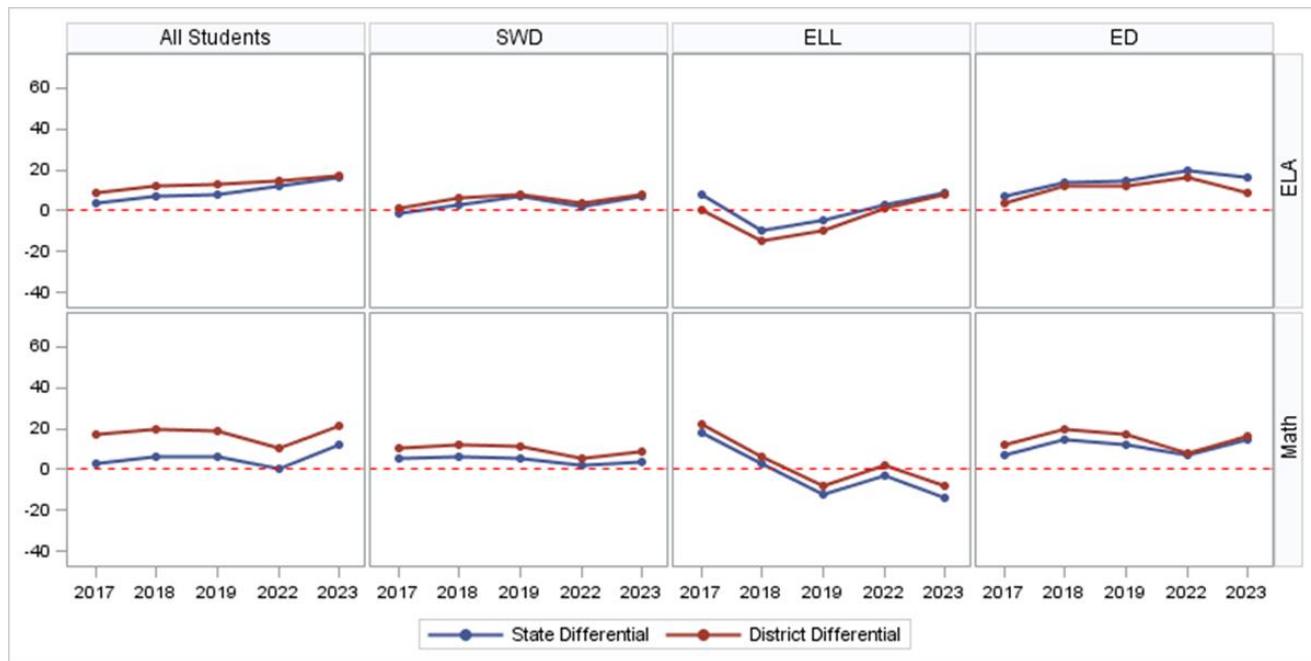


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Riverton Street CS	NYC CSD 29	District Differential	NYS	NYS Differential	Riverton Street CS	NYC CSD 29	District Differential	NYS	NYS Differential
All Students	2016-2017	44%	35%	+9	40%	+4	43%	26%	+17	40%	+3
	2017-2018	52%	40%	+12	45%	+7	51%	31%	+20	45%	+6
	2018-2019	54%	41%	+13	46%	+8	53%	34%	+19	47%	+6
	2021-2022	59%	44%	+15	47%	+12	39%	29%	+10	39%	0
	2022-2023	64%	47%	+17	48%	+16	63%	42%	+21	51%	+12
SWD	2016-2017	10%	9%	+1	11%	-1	19%	9%	+10	14%	+5
	2017-2018	20%	14%	+6	17%	+3	24%	12%	+12	18%	+6
	2018-2019	22%	14%	+8	15%	7	23%	12%	+11	18%	+5
	2021-2022	18%	14%	+4	16%	+2	16%	11%	5	14%	+2
	2022-2023	26%	18%	+8	19%	+7	27%	18%	+9	23%	+4
ELL	2016-2017	20%	20%	0	12%	+8	40%	18%	+22	22%	+18
	2017-2018	17%	32%	-15	27%	-10	33%	27%	+6	30%	+3
	2018-2019	20%	30%	-10	25%	-5	20%	28%	-8	32%	-12
	2021-2022	30%	29%	+1	27%	+3	20%	18%	+2	23%	-3
	2022-2023	36%	28%	+8	27%	+9	18%	26%	-8	32%	-14
ED	2016-2017	37%	33%	+4	30%	+7	36%	24%	+12	29%	+7
	2017-2018	50%	38%	+12	36%	+14	49%	29%	+20	34%	+15
	2018-2019	51%	39%	+12	36%	+15	49%	32%	+17	37%	+12
	2021-2022	57%	41%	+16	37%	+20	35%	27%	+8	28%	+7
	2022-2023	54%	45%	+9	38%	+16	55%	39%	+16	40%	+15

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

Use of Data/Ability to Monitor Progress

RSCS' school leaders and teachers conduct data reviews to evaluate assessment data for insights that might redirect instruction for mastery of state standards. Data enriches teachers' collaborative grade-level planning and departmental planning. Data also informs flexible student grouping to ensure that instruction is delivered with rigor while meeting the needs of individual students. Additionally, school leaders have regular data discussions to inform decisions in leadership, management, and coaching. These discussions result in professional development opportunities for teachers, individually and by grade level.

RSCS also considers data and information on student achievement on all assessments; school programs and processes; and parent, student, and staff survey results in a comprehensive effort to address all students' learning needs. The school evaluates progress toward school, grade level, and individual student

goals by analyzing achievements, needs, and opportunities to improve. Data is crucial to the school in helping to set goals, objectives, action steps, school-wide improvement strategies, professional development activities, and parent/community involvement.

Enrollment, Recruitment, and Retention

The school is currently meeting the target for aggregate enrollment (see Table 5 below) and has done so throughout the charter term.

Table 5: Aggregate Enrollment: Reported vs Contracted

Riverton Street CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	990	963	97%
2019-2020	990	989	100%
2020-2021	990	987	100%
2021-2022	990	986	100%
2022-2023	990	988	100%

The school is currently within the target range for enrollment of SWDs. The school appears to be below target for enrollment of ED students; however, this is a data-reporting issue with free and reduced-price meal forms that the school is looking to resolve. While the school is below target in enrolling ELLs when compared to the full CSD, the school is within the target range of district schools within one mile (see Table 6 and Table 7 below). The school has a student admissions preference for siblings, children of employees of the charter school, students who do not speak English at home, and students and families residing within CSD 29.

The school exceeded the CSD in overall student retention and retention of all subgroups in every year of the charter term with few exceptions (see Table 8 below).

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

	Riverton Street CS	SWD		ELL		ED	
		NYC CSD 29	Differential to District	Riverton Street CS	NYC CSD 29	Differential to District	Riverton Street CS
2018-2019	14%	19%	-5	2%	13%	-11	79%
2019-2020	12%	18%	-6	1%	14%	-13	77%
2020-2021	13%	18%	-5	1%	15%	-14	76%
2021-2022	12%	19%	-7	2%	15%	-13	79%
2022-2023	14%	19%	-5	2%	16%	-14	52%
							76%
							-24

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

	ELL		
	Riverton Street CS	NYC CSD 29	Differential to District
2022-2023	2%	4%	-2

Table 8: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Riverton Street CS	NYC CSD 29	Differential to District	Riverton Street CS	NYC CSD 29	Differential to District	Riverton Street CS	NYC CSD 29	Differential to District	Riverton Street CS	NYC CSD 29	Differential to District
2018-2019	92%	86%	+6	94%	87%	+7	100%	84%	+16	94%	85%	9
2019-2020	92%	86%	+6	84%	86%	-2	94%	86%	+8	91%	85%	+6
2020-2021	94%	89%	+5	92%	89%	+3	100%	88%	+12	95%	89%	+6
2021-2022	89%	82%	+7	85%	80%	+5	100%	83%	+17	88%	83%	+5
2022-2023	86%	83%	+3	84%	84%	0	76%	84%	-8	87%	84%	+3

Legal Compliance

RSCS operates partially in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board has not consistently held monthly board meetings as required by the Charter Schools Act; as a result, this renewal recommendation comes with a condition to hold monthly board meetings.

Essential Question 3: Is the school financially viable?

Financial Condition

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

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

Financial Management

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on January 8, 2024, for the renewal. Twelve people attended the hearing, and three spoke. Three were in favor of the renewal. No one was opposed. No one submitted written comment.

Summit Academy Charter School

Table 1: Charter School Summary

Name of Charter School	Summit Academy Charter School (SACS)
Board Chair	Michael Bernard
District of Location	New York City (NYC) Community School District (CSD) 15 ³
Initial Commencement of Instruction	Fall 2009
Charter Term(s)	Initial Charter: December 16, 2008 – December 15, 2013 First Renewal: December 16, 2013 – June 30, 2017 Second Renewal: July 1, 2017 – June 30, 2019 Third Renewal: July 1, 2019 – June 30, 2024
Comprehensive Management Service Provider	Center for Educational Innovation (CEI)
Facilities	27 Huntington Street, Brooklyn, NY 11231 – District Space
Innovative and Noteworthy Programs	<ul style="list-style-type: none"> • SACS offers a small and supportive environment to continually improve student achievement. • The school emphasizes student character, community responsibility, and exposure to exploring life's possibilities. • With a focus on college access and success, by grade 12, SACS students are immersed in building portfolios, creating audition reels, and gathering materials to send to colleges.
Key Design Elements	<ul style="list-style-type: none"> • College and career focus • Data-driven instruction • Increased scholar engagement and intentional work time • Strong school/home partnership • Character development program • Emphasis on community leadership • Strategies to close the achievement gap
Recommended Material Revisions	<ul style="list-style-type: none"> • Reduce authorized enrollment from 350 to 300.

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

Table 2: Current Grade Levels and Authorized Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grade 6 – 12	Grade 6 – 12	Grade 6 – 12	Grade 6 – 12	Grade 6 – 12
Total Authorized Enrollment	350	350	350	350	350

Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment

	Year 1 2024 to 2025	Year 2 2025 to 2026
Grade Configuration	Grade 6 – 12	Grade 6 – 12
Total Authorized Enrollment	300	300

Rationale for Renewal Recommendation

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

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

Renewal Conditions

Academic

- By July 15, 2024:
 - The school will plan, implement, and create a comprehensive system for providing, monitoring, and analyzing the efficacy of ENL (English as a New Language) instruction to serve the population of students requiring ENL Service. This plan will include robust ENL or Dual Language instruction in alignment with CR-Part 154, provision of SEL (Social Emotional Learning) services, and training for general education teachers to ensure that all students enrolling at Summit Academy Charter School can participate in all programming regardless of level of knowledge of English.

- The school will plan, implement, and create a system for monitoring and analyzing the effectiveness and fulfillment of special education instruction to ensure full compliance with all students' IEPs to be shared by the July 15, 2024, deadline.
- A new budget proposal reflecting any additional staffing or resources needed for those plans.
- During the beginning of the year, middle of the year, and end of the year formative assessment window, and no later than two weeks following each grading period, the school will provide:
 - Raw data on student outcomes on interim assessments with indicators for whether the student has an IEP or is receiving ENL services.
 - Analysis of those student outcomes, including trends and patterns.
 - Action items to improve outcomes.
 - An assessment of whether the action items from the previous grading period were effective.
 - SACS will collaborate with the Education Partner Organization (EPO) to provide the highest leverage takeaways from data analysis to create an action plan between interim assessment windows.

Operations

- By July 15, 2024, and August 15, 2024
 - The school will disclose any existing instructional staff vacancies.
 - The school will provide NYCDOE with the staffing plan to ensure such vacancies are filled prior to the start of the 2024-2025 school year.
- The school will notify NYCDOE of each instructional staff member's departure. This notification will include:
 - Within 7-10 days of the staff member's departure: The staffing plan to cover the vacancy in the interim, including how that staffing plan will ensure the role's work responsibilities are accounted for. If the vacancy is a pedagogical role, the staffing plan must demonstrate how students will be given rigorous, standards-aligned instruction. The hiring plan to backfill the staff member is consistent with all applicable laws and regulations.
 - Every other week thereafter until the staff member is replaced:
 - The status of the hiring plan for that position.
 - An assessment of the efficacy of the interim staffing plan in moving student achievement.
- The board will demonstrate compliance with all applicable laws and regulations and their bylaws, including but not limited to:
 - Ensuring monthly meetings happen and with a quorum.
 - Ensuring all meetings comply with public notice requirements, including requirements around board members that may attend the meeting remotely and are intended to count toward a quorum.
 - Ensuring business that requires official board action only takes place during board meetings that comply with all applicable laws, regulations, and bylaws.
 - Ensuring that all board agendas and minutes are posted to the school's website within the required time frames.
- By July 15, 2024, the board will present a comprehensive plan, including benchmarks for completion, to address the following:
 - The need for regular board training, to be approved in advance by NYCDOE, on all laws and regulations pertaining to the board on an ongoing basis.

- Appropriate recordkeeping and document retention in connection with all board business, including but not limited to notices of meetings, minutes of meetings, resolutions, board elections, complaints or grievances received by the board or school, and all other business.
- Resources or documentation that will be provided to all new board members to ensure continuity of information and history on the board.
- The school will present an annual evaluation approved by the full board for all staff members (instructional or otherwise) paid \$150,000 or more per year. The evaluation criteria must be approved in advance by NYCDOE prior to conducting the evaluation.
- For any staff member paid \$150,000 or more per year, the school will notify the NYCDOE of any proposed salary increase beyond a 3% increase related to the cost of living increases.
- By November 15th of each year, the school will present an evaluation of the specific student recruiting methods (i.e., advertising, mailers, etc.) used in the previous year prior to the preceding April lottery, an assessment and mitigation plan of student attrition year over year, and a detailed recruitment plan for the current year.

Other

- At least three board members and a representative from the Education Partner Organization will meet with a representative of the NYDCOE quarterly, beginning in July 2024 during the day to address ongoing concerns and challenges, to discuss any requirements or materials submitted as described above or that may be requested in the NYCDOE's purview as the authorizer of the school, to mediate any disputes, or to clarify roles and responsibilities between the two organizations.
- By July 31, 2024, the school will have in place a signed agreement with a new education partner organization. Such organization and agreement must be approved in advance by NYCDOE.

Monitoring and Oversight:

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

SACS received a five-year, full-term renewal in the 2018-19 academic year which included a restructuring of school leadership and a new partnership with their Educational Partner Organization (EPO), CEI.

SACS received a notice of concern in September 2021 and was placed on a Corrective Action Plan (CAP) for concerns related to the following:

- Selection of the current principal;
- Enrolling below 85% of authorized enrollment in violation of the charter agreement;
- Board compliance, including failure to meet monthly as required by 2851(2)(c) of the New York State Charter Schools Act (the "Act") and the boards' bylaws; and
- Failure to comply with accountability deadlines.

SACS has not fully complied with the terms of its CAP and the following deficiencies persist:

- The school's enrollment remains below 85% of authorized enrollment;
- The board has missed additional meetings and has not posted minutes within the time required by the CAP; and

- The school has inconsistently met accountability deadlines.

Summary of Evidence for Renewal

The school's proficiency rates on State assessments for ELA and math were below the district of location for all students, students with disabilities (SWDs), and English language learners (ELLs) for all years of the charter term, though the school's academic performance increased during the course of the term. The outcomes in ELA and math for economically disadvantaged (ED) students exceeded the CSD in the most recent year of testing data.

SACS's Regents outcomes approached or exceeded those of NYC in almost every year of the charter term. However, in the most recent year of testing, no students passed the Algebra I or Algebra II Regents exams due to staffing gaps in those classrooms. As a result, this renewal recommendation comes with conditions related to reporting staff vacancies and ensuring students continue to receive quality instruction in the event of a vacancy. The school's four-year high school graduation rates for all students exceeded those of NYC in the most recent year of available data.

Essential Question 1: Is the school an academic success?

Student Performance Outcomes

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

Academic Program: To address student proficiency in ELA and math, SACS introduced several initiatives during this charter term. These include Reading Plus, a targeted reading remediation program, to support SACS students in developing literacy. Reading Plus is an online reading program that offers a variety of interactive exercises and assessments to build students' comprehension, vocabulary, and fluency. The program provides personalized instruction that adapts to each student's needs and progress. All students participate in Reading Plus during study hall, which occurs four times each week. Teachers also use resources from Reading Plus, such as targeted lesson plans during small-group instruction. Additionally, IXL is a platform that offers personalized learning programs for both ELA and math. As with Reading Plus, students use IXL during the daily study hall. For math, in 2023-2024 SACS is introducing EMATH instruction to emphasize conceptual understanding and real-world application through engaging materials and a problem-solving approach. The curriculum is also available in Spanish, allowing the school's growing population of ELLs to easily access the material.

Study hall is facilitated by SACS teachers with support from community partners. The study hall period is also used for test preparation, with students participating in mock assessments and practicing test-taking strategies. The school is also focusing on writing skills and exposing students to science, technology, engineering, and mathematics (STEM), robotics, and E-Sports.

Academic Program for Students with Disabilities and English Language Learners (ELL): At SACS, students with Individualized Education Programs (IEPs) are given additional push-in and pull-out supports, accommodations, and modifications to meet their IEP goals. SWDs are supported by teachers through Integrated Co-Teaching (ICT) classrooms and special education teacher support services (SETSS). Learning support teachers are trained to ensure that students with IEPs can access the class curriculum as part of the school's inclusive model and may provide small-group and individual instruction during the day. Teachers are provided with ongoing professional development on best practices to deliver differentiated

instruction. Unfortunately, due to staffing limitations, not all students are receiving ICT in all subjects as mandated on the student IEPs; as a result, this renewal recommendation comes with a condition to resolve those gaps.

SACS serves a changing population of students requiring ENL services. In order to meet the needs of these students, SACS has a push-in ENL teacher and a standalone ENL classroom. However, the NYCDOE has identified areas for growth in the current ENL program, and as a result, has added to the renewal recommendation a condition to improve the ENL program.

Figure 1: Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 15

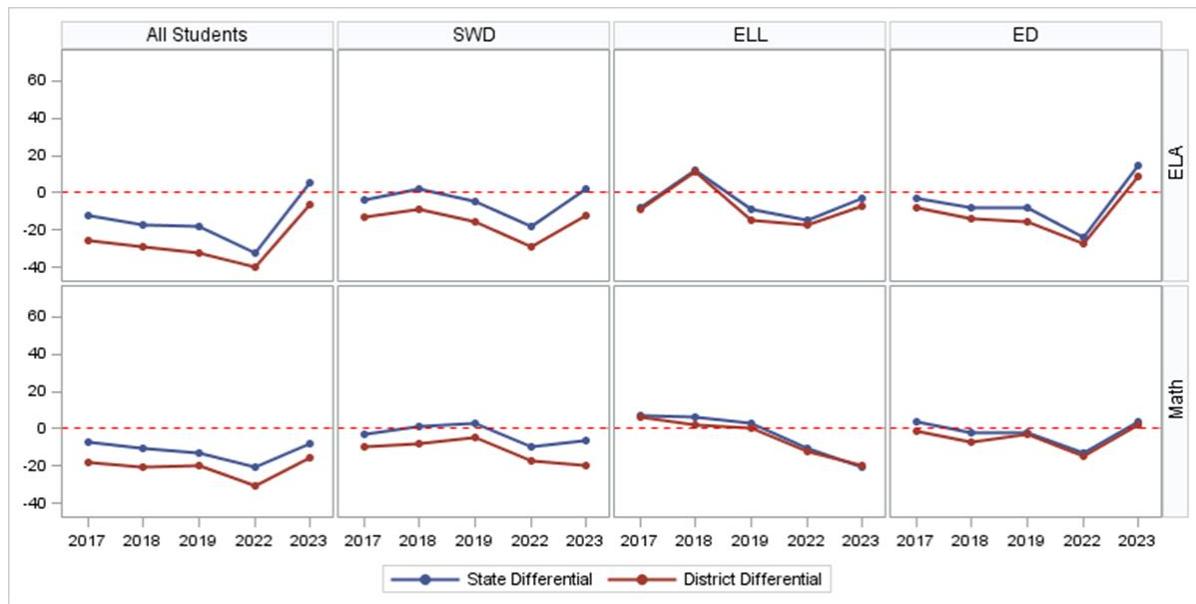


Table 4: Middle School Assessment Proficiency Outcomes

		ELA					Math				
		Summit Academy CS	NYC CSD 15	District Differential	NYS	NYS Differential	Summit Academy CS	NYC CSD 15	District Differential	NYS	NYS Differential
All Students	2016-2017	28%	54%	-26	40%	-12	28%	46%	-18	35%	-7
	2017-2018	29%	58%	-29	46%	-17	29%	50%	-21	40%	-11
	2018-2019	27%	59%	-32	45%	-18	30%	50%	-20	43%	-13
	2021-2022	20%	60%	-40	52%	-32	13%	44%	-31	34%	-21
	2022-2023	55%	61%	-6	50%	+5	40%	56%	-16	48%	-8
SWD	2016-2017	6%	19%	-13	10%	-4	6%	16%	-10	9%	-3
	2017-2018	17%	26%	-9	15%	+2	13%	21%	-8	12%	+1
	2018-2019	9%	25%	-16	14%	-5	16%	21%	-5	13%	+3
	2021-2022	0%	29%	-29	18%	-18	0%	17%	-17	10%	-10
	2022-2023	20%	32%	-12	18%	+2	13%	33%	-20	19%	-6
ELL	2016-2017	0%	9%	-9	8%	-8	20%	14%	+6	13%	+7
	2017-2018	32%	21%	+11	20%	+12	27%	25%	+2	21%	+6
	2018-2019	10%	25%	-15	19%	-9	26%	26%	0	23%	+3
	2021-2022	14%	31%	-17	29%	-15	7%	19%	-12	18%	-11
	2022-2023	22%	29%	-7	25%	-3	8%	28%	-20	29%	-21
ED	2016-2017	27%	35%	-8	30%	-3	28%	29%	-1	24%	+4
	2017-2018	28%	42%	-14	36%	-8	28%	35%	-7	30%	-2
	2018-2019	27%	43%	-16	35%	-8	31%	34%	-3	33%	-2
	2021-2022	19%	46%	-27	43%	-24	12%	27%	-15	25%	-13
	2022-2023	56%	47%	9	41%	+15	42%	40%	+2	38%	+4

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

		All Students				SWD				ED			
		Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS	Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS	Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS
ELA	2015	49	76%	84%	-8	9	44%	55%	-11	34	79%	79%	0
	2016	52	87%	88%	-1	8	50%	66%	-16	39	82%	84%	-2
	2017	38	39%	89%	-50	6	17%	69%	-52	32	41%	86%	-45
	2018	33	79%	87%	-8	6	83%	71%	+12	31	77%	83%	-6
	2019	42	71%	81%	-10	12	67%	56%	+11	36	75%	75%	0
Global History	2015	49	55%	78%	-23	9	11%	43%	-32	34	59%	70%	-11
	2016	52	73%	84%	-11	8	38%	60%	-22	39	67%	80%	-13
	2017	38	63%	87%	-24	6	67%	66%	+1	32	66%	84%	-18
	2018	33	61%	86%	-25	6	83%	72%	+11	31	61%	83%	-22
	2019	42	83%	82%	+1	12	83%	68%	+15	36	83%	79%	+4
Math	2015	49	80%	84%	-4	9	22%	51%	-29	34	76%	78%	-2
	2016	52	92%	88%	+4	8	75%	64%	+11	39	90%	85%	+5
	2017	38	76%	90%	-14	6	67%	69%	-2	32	81%	88%	-7
	2018	33	100%	91%	+9	6	100%	76%	+24	31	100%	89%	+11
	2019	42	93%	90%	+3	12	100%	74%	+26	36	94%	87%	+7
Science	2015	49	86%	83%	+3	9	67%	51%	+16	34	85%	76%	+9
	2016	52	88%	87%	+1	8	63%	64%	-1	39	85%	83%	+2
	2017	38	71%	90%	-19	6	83%	70%	+13	32	72%	87%	-15
	2018	33	97%	91%	+6	6	83%	77%	+6	31	97%	88%	+9
	2019	42	88%	90%	-2	12	92%	77%	+15	36	89%	88%	+1
US History	2015	49	78%	79%	-1	9	44%	48%	-4	34	76%	71%	+5
	2016	52	77%	84%	-7	8	63%	61%	+2	39	72%	79%	-7
	2017	38	16%	85%	-69	6	0%	66%	-66	32	16%	81%	-65
	2018	33	79%	84%	-5	6	83%	69%	+14	31	77%	80%	-3
	2019	42	74%	80%	-6	12	83%	64%	+19	36	78%	76%	+2

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ED			
		Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS	Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS	Charter Total Cohort	Summit Academy CS	NYS	Differential to NYS
2015 Cohort	4 Year	49	71%	83%	-12	9	33%	62%	-29	34	76%	77%	-1
	5 Year	46	80%	87%	-7	9	56%	67%	-11	34	79%	82%	-3
	6 Year	45	82%	88%	-6	9	56%	70%	-14	34	79%	84%	-5
2016 Cohort	4 Year	52	83%	85%	-2	8	75%	63%	+12	39	77%	80%	-3
	5 Year	47	96%	88%	+8	8	88%	69%	+19	33	94%	83%	+11
	6 Year	47	96%	89%	+7	8	88%	72%	+16	33	94%	85%	+9
2017 Cohort	4 Year	38	74%	86%	-12	6	67%	65%	+2	32	75%	81%	-6
	5 Year	34	85%	89%	-4	.	.	.	.	30	83%	85%	-2
	6 Year	33	91%	90%	+1	.	.	.	.	29	90%	86%	+4
2018 Cohort	4 Year	33	82%	87%	-5	6	83%	69%	+14	31	81%	82%	-1
	5 Year	30	93%	89%	+4	5	100%	74%	+26	28	93%	85%	+8
2019 Cohort	4 Year	42	83%	86%	-3	12	83%	69%	+14	36	83%	82%	+1

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

Use of Data/Ability to Monitor Progress

Over the charter term SACS has used a variety of assessment tools to diagnose and assess student progress including but not limited to iReady, NWEA MAP, and Achievement Network (ANET). The school uses an interim assessment model (three times per year) to evaluate student progress against both the expectations of standards and normed reference performance.

Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

Table 7: Aggregate Enrollment: Reported vs Contracted

Summit Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	350	326	93%
2019-2020	350	303	87%
2020-2021	350	274	78%
2021-2022	350	223	64%
2022-2023	350	203	58%

The school's enrollment has been within or above the target range for all subgroups throughout the charter term (see Table 8 below). The school has a student admissions preference for siblings, children of employees of the charter school, and students and families residing within CSD 15.

The school has been within or above the target range for overall retention and retention of all subgroups throughout the charter term (see Table 9 below).

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

	SWD			ELL			ED		
	Summit Academy CS	NYC CSD 15	Differential to District	Summit Academy CS	NYC CSD 15	Differential to District	Summit Academy CS	NYC CSD 15	Differential to District
2018-2019	24%	24%	+0	10%	15%	-5	77%	65%	+12
2019-2020	24%	23%	+1	10%	16%	-6	83%	65%	+18
2020-2021	27%	24%	+3	7%	18%	-11	89%	67%	+22
2021-2022	27%	24%	+3	13%	18%	-5	89%	66%	+23
2022-2023	27%	25%	+2	17%	19%	-2	91%	67%	+24

Table 9: Student Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Summit Academy CS	NYC CSD 15	Differential to District	Summit Academy CS	NYC CSD 15	Differential to District	Summit Academy CS	NYC CSD 15	Differential to District	Summit Academy CS	NYC CSD 15	Differential to District
2018-2019	83%	78%	+5	73%	76%	-3	91%	78%	+13	84%	79%	5
2019-2020	80%	77%	+3	81%	75%	+6	88%	79%	+9	81%	78%	+3
2020-2021	76%	79%	-3	81%	80%	+1	87%	84%	+3	77%	82%	-5
2021-2022	72%	69%	+3	74%	55%	+19	94%	77%	+17	75%	78%	-3
2022-2023	75%	76%	-1	75%	75%	0	79%	79%	0	75%	77%	-2

Legal Compliance

SACS operates partially in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. As a result of gaps in compliance in these areas, the renewal recommendation comes with conditions on board governance and operations.

Essential Question 3: Is the school financially viable?

Financial Condition

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

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and meet financial obligations. There are no current concerns about the financial viability of the school despite the lower-than-authorized enrollment.

Financial Management

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on January 30, 2024, for the renewal and revision of enrollment. Sixty people attended the hearing and twenty-three spoke. All who spoke were in favor of the renewal. No one was opposed. Three people submitted written comments.