



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Proposal to Authorize
OUR WORLD NEIGHBORHOOD CHARTER SCHOOL
to Operate the Proposed
OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

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Executive Summary

The board of trustees of Our World Neighborhood Charter School (“OWNCS” or the “Education Corporation”), a not-for-profit charter school education corporation authorized by the State University of New York (the “SUNY Trustees”) currently operates one school and wishes to operate an additional school, **Our World Neighborhood Charter School 2** (“OWN 2”), to be located in a public or private facility in New York City Community School District (“CSD”) 27 in Queens. The Education Corporation submitted the proposal for authority to operate OWN 2 to the SUNY Charter Schools Institute (the “Institute”) on March 29, 2016 in response to the Institute’s Request for Proposals (the “RFP”) (available at: <http://www.newyorkcharters.org/create/request-for-proposals/2016-suny-request-for-proposals>) released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on February 12, 2016.

The proposed new school will open in August 2017 with 153 students in Kindergarten and 1st grade, and ultimately serve 477 students in Kindergarten through 5th grade during its first charter term. OWN 2 will fill all seats that become available through attrition in grades K-5 throughout the school year in order to offer as many students a chance to attend the school as possible. OWN 2 will replicate the instructional program implemented at its flagship, OWNCS, which opened in 2002 in the Astoria neighborhood of CSD 30 in Queens and has since earned two full term renewals. Information regarding demographics, academic performance and student discipline for OWNCS is presented in Appendix A.

Based on the proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to authorize Our World Neighborhood Charter School to operate **Our World Neighborhood Charter School 2**.

Findings

Based on the comprehensive review of the proposal and interviews of the applicant and the Education Corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of Article 56 of the New York Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies for addressing the issues related to student discipline, personnel matters and health services;
 - an admissions policy that complies with the New York Charter Schools Act of 1998 (the “Act”) and federal law;
 - the inclusion of the by-laws for the operation of the Education Corporation’s board of trustees; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.

2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the state performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment;
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.

3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
 - extended learning opportunities with 540 minutes of English language arts (“ELA”), 405 minutes of mathematics, 135 minutes of science and 135 minutes of social studies instruction;
 - a strong commitment to serving the most at-risk students with multiple programs to address the needs of students at-risk of academic failure including students with disabilities and ELLs;
 - the inclusion of a robust professional development program for instructional staff prior the start of each school year and throughout the year;
 - an organizational structure that provides ample instructional leadership to develop the pedagogical skills of all teachers; and,
 - a deep commitment to combining character development and rigorous coursework to produce high levels of student engagement and exceptional academic outcomes.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

Background and Description

Amendments to the Act in 2015 increased the total number of charter schools allowable in the state to 482 charters. The 2015 amendments to the Act allow New York authorizers (the SUNY Trustees as well as the New York State Board of Regents) the ability to grant 50 of the 181 available charters to applicants seeking to open schools in New York City. Since then, eight charters have been granted to applicants seeking to open schools in New York City, leaving 42 charters remaining for that area. The Institute received 13 total proposals to create new charter schools in response to the March round of the 2016 RFP.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic, fiscal and legal soundness reviews. In addition, the Institute engaged independent consultants to evaluate the academic, fiscal and organizational soundness of the school based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute, as well as Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, conducted interviews with the applicant, OWNCS leadership and the Education Corporation board of trustees.

Mission, Philosophy and Key Design Elements

The mission of OWN 2, like the mission of the flagship OWNCS, will be to:

educate our students to become independent-thinkers and lifelong learners. We are committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. Through a literacy-based, integrated and standards-driven curriculum that encourages community and honors diversity, Our World Neighborhood Charter School 2 students will receive the broad education they will need to meet the academic and social challenges of successfully entering and completing a strong high school program, and indeed, to thrive in today's world.

OWN 2 will be modeled after the flagship OWNCS, located in CSD 30, where leaders have established and maintained a community focused on learning and academic excellence. Through OWN 2, the applicants intend to replicate the successful elements of the OWNCS model for the children and families of CSD 27. As with its predecessor, OWN 2 will have as the foundation of its academic program a rigorous standards-driven curriculum that provides multiple opportunities for diverse assessments that inform and strengthen teaching and learning through the process of reflective practice and embedded professional development.

Among the key design elements of the school will be:

- **Emphasis on literacy across the curriculum:** OWN 2's curriculum will have an unwavering focus on literacy. The ability to speak, read, write and understand the English language lies at the core of success in all subjects for all students. Therefore, literacy will be infused in every subject. The curriculum will emphasize the integration of listening, speaking, reading and writing skills in all subject areas in all grades and incorporate topic-appropriate leveled readers in daily lesson plans in science and social studies. Literacy will also be emphasized in every subject area through the development and greater use of analytic reading and writing skills including reflective journaling. At OWN 2, literacy also has a broader meaning: students will be expected to become math-literate, science-literate and world-literate students. Therefore, the school has set forth a rigorous curriculum in ELA, mathematics, science and social studies that is aligned to the Common Core State Standards ("CCSS"). Furthermore, state-of-the-art technology will support instruction in the classroom. Teachers and students will have access to the technological tools that are a necessary component of learning in the 21st century. Technological tools will also support opportunities for blended learning within the classroom.
- **Use of the Gradual Release of Responsibility Instructional Model (Workshop Model):** OWN 2 will use the gradual release of responsibility model, commonly known as the workshop model, as its overarching instructional model. Typically implemented through the following four common lesson components: opening, mini-lesson, student work time and debriefing, teachers in the workshop model shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners¹. The peer learning aspect of these methodologies is highly effective in working with classrooms of

¹ Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

heterogeneous students including students with disabilities, ELLs and Title I students as well as accelerated learners, as the work time component of the workshop model provides the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction and determine flexible small group composition. These strategies will be used in all content areas.

- **Use of assessments to inform instruction and develop and adjust individual learning plans for students:** Ongoing assessment is an integral component of the workshop model. OWN 2 will embrace accountability and our responsibility to meet our student achievement goals. As such, ongoing assessment and the analysis and use of a variety of assessment data, in the aggregate and on a disaggregated basis, will inform curriculum and instruction at OWN 2. Leaders and staff will implement a comprehensive program of assessment aligned with both the curriculum and the CCSS. Assessment data will be used to develop, adjust and monitor progress against objectives in students' individual learning plans promoting highly individualized instruction.
- **Implementation of a robust intervention program:** OWN 2's main instructional modality—the workshop model—will be highly effective in working with heterogeneous classrooms of students, including students with disabilities, ELLs and Title I students. The workshop model is consistent with the commitment to a balanced instructional approach and builds capacity in teachers to differentiate instruction through the use of assessment data to identify students' needs and inform instruction. In addition, OWN 2 will implement a robust academic intervention program designed to support students with disabilities, ELLs and Title I students' achieving CCSS. The school will have a strong Response to Intervention process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers. For students with disabilities, OWN 2 intends to provide the following services that may be required by a student's individualized education program: resource room, Special Education Teacher Support Services; Integrated Collaborative Teaching classrooms within particular grades; and, will contract with outside providers for related services not provided by its own staff. For ELLs, OWN 2 will have at least one ELL specialist who will work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and mathematics skills and in acquiring content knowledge. The ELL specialist will also provide direct instructional support to ELLs. In addition, OWN 2 expects that there will be students in need of academic intervention who are neither ELLs, nor students with disabilities. To address the needs of these struggling students, OWN 2 will employ at least one reading specialist who, in addition to providing targeted intervention for these students, will support classroom teachers in incorporating research-based interventions to support struggling students in their own classroom teaching.
- **An emphasis on a liberal arts education:** OWN 2 will offer foreign language instruction beginning in Kindergarten as well as a robust curriculum in the arts, including visual arts and music. Students will be expected to develop healthy bodies as well as healthy minds and physical education and health studies are also an important part of the curriculum. OWN 2, like its sister school, will implement additional programs like *Move to Improve*, a classroom-based physical activity program designed by the New York City Department of Education (the

“NYCDOE”) and the New York City Department of Health and Mental Hygiene to increase physical activity among students throughout the school day to promote physical health and wellness.

- **Investment in Instructional Staff:** OWN 2 will make the necessary investment in what will be its greatest asset—highly qualified and experienced teachers and leaders with extensive experience both at the instructional and leadership levels. The school will provide continual support in the growth of its educators through embedded professional development. Professional development will be the vehicle through which leaders and teachers will acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. OWN 2 teachers will be expected to look at what they do in the classroom, think about why they did it, and think about if it worked—a whole process of self-observation and self-evaluation. By collecting information about what goes on in their classrooms, and by analyzing and evaluating this information, teachers will identify and explore their practices, leading to changes and improvements in teaching. Teachers will be supported by administrators and their instructional colleagues in this reflective process.
- **Pillars of a Positive Community:** OWN 2 will celebrate the diversity of the community it serves by integrating the cultural richness of its community with the lessons of the classroom and the governance of the school. All members of the OWN 2 community—students, teachers and administrators—are expected to reflect on the nature and quality of their work and interactions and to strive to reach their full potential as learners and as citizens.

A unique component of the OWNCS model is its Pillars of a Positive Community (“Pillars”) curriculum. Pillars is the overarching school culture and community program designed to impart to our students the values of our shared community. Pillars grew organically out of the OWNCS community in CSD 30 where administrators, teachers, parents and students sought ways to build a common community out of the many diverse families who made up the school. Pillars provides a construct by which the school will imbue its ethical tenets in all that its stakeholders do (including administrators, teachers, children and families). The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. While leaders and staff will remain faithful to these ten pillars at OWN 2, the school will also tailor the existing Pillars curriculum to meet the unique needs of the community it will serve in CSD 27.

- **A Longer School Day and Year:** OWN 2 will have a longer school day than traditional public schools. This additional time on task will leverage the strengths of OWN 2’s rigorous curriculum and supportive instructional model. The length of day and year will allow the school to have meaningful blocks of time that students can devote to the study of not only in core subject areas but also art, music, physical education, foreign language and the integration of the Pillars throughout the curriculum.
- **Socio-Economic Diversity:** The diversity reflected in the communities that comprise CSD 27 is important to the school model. The OWN Charter School model values diversity and to the greatest degree possible desires to serve communities where there is not only racial/ethnic diversity but importantly economic diversity as well.

Calendar and Schedule

OWN 2 will offer an extended school day and year with 190 days of instruction, over 10 days more than traditional district schools. The first day of instruction for the 2017-18 school year will be on or around August 28, 2017, and the last day will be on or around June 27, 2018. Subsequent school years will follow a similar calendar. The extended school day will begin each morning at 7:50 a.m. and end at 3:00 p.m. five days per week. OWN 2 will provide students with a total of 1,860 minutes of instruction per week, an increase of more than 24% over the state minimum of 1,500 minutes mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5 (grades 1-6), and provided at the majority of schools within the NYCDOE.

Academic Program

OWN 2 will benefit from its ability to draw upon the established curriculum resources of the flagship OWNCS; its curriculum frameworks, scope and sequence and pacing guides, for ELA, mathematics, science and social studies that are aligned with the CCSS for ELA, Literacy and Mathematics, New York State Standards for Social Studies and Science as well as the Next Generation Science Standards. The OWNCS curriculum was designed using the Understanding by Design framework developed by experts Grant Wiggins and Jay McTighe. This researched-based approach for designing curriculum units, performance assessments, and instruction will lead students to develop deep understanding of content and expands upon the six facets of understanding: explanation; interpretation; application; perspective; empathy; and, self-knowledge.

The school's curriculum program will support a balance of instructional formats, instructional strategies and instructional content throughout all content subjects. In addition to the core subjects, OWN 2 will provide instruction in the arts, physical education/health and Spanish.

The school's academic program will be implemented as follows:

- **English Language Arts:** OWN 2 will allocate between 90 minutes and 2¼ hours daily for ELA instruction in grades K-5. At OWN 2, ELA instruction will be delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers will plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction will have the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners. OWN 2 will utilize the EngageNY curriculum modules for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block, along with Heinemann Units of Study, a scientific- and research-based reading program aligned with Common Core standards.
- **Mathematics:** OWN 2's students will exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking— as well as mastery of basic skills in reading, writing and mathematics are prerequisites for students to move forward in more advanced treatments of

these subjects. OWN 2 will draw heavily on the EngageNY Mathematics modules to deliver mathematics instruction in addition to the Go Math curriculum.

- **Science:** OWN 2's science curriculum will provide students with the essential skills and knowledge that they will need to undertake advanced science coursework in middle school, high school, and beyond through a combination of FOSS Kits, Delta Science Modules and OWNCS teacher-developed curriculum. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations including the National Science Resources Center, Science for All Children and the National Science Teachers Association. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking.
- **Social Studies:** OWN 2 will use a combination of instructional materials from the Teacher Curriculum Institute, OWNCS teacher-developed curriculum and leveled library books to deliver its K-5 Social Studies curriculum. The curriculum will enable students to develop and fine-tune their historical thinking, geographical thinking, chronological thinking and understanding of historical perspective and the difference between fact and opinion. The social studies curriculum will have geography as a prominent component and use geography as a focal because of the ethnically diverse population the school intends to serve and because geography lends itself to integration with other subjects like mathematics and many aspects of science, which are all explored in the social studies curriculum across grade levels. Social Studies will also incorporate daily journal writing to provide students with additional opportunities to develop their writing and reading skills which are needed for document-based questions. Through journaling, students will learn how to use different kinds of language (for instance informative language, persuasive language), how to differentiate between fact and opinion, and develop their nonfiction writing skills.
- **Visual Arts, Music and Film:** OWN 2 students will study visual art and music in grades K-5 and by grade 3, students will also be taught film as part of the arts curriculum. As a guide, OWN 2 will use New York's *Blueprint for the Arts*, which provides a standards-based, rigorous approach to teaching the arts. OWN 2 will offer discrete programs in:
 - **Visual Art:** where students will construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values;
 - **Music:** where students will develop musical skills, express themselves as thinking, feeling musicians, apply and utilize the elements of music, and use technology to facilitate expression; and,
 - **Film:** where students will study different genres of filmmaking and then are engaged in hands-on filmmaking in these genres from pre-production to final production including learning to critique their own work.
- **Physical Education:** In addition to contributing to students' physical health, the physical education program at OWN 2 will help its students develop physical and athletic skills, make

friends, have fun, learn to play as a member of a team, excel on an individual level, learn the rules of playing fair and good sportsmanship and improve self-esteem. Through their participation in physical education, OWN 2 students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- **Spanish:** At OWN 2, Spanish language instruction will begin in Kindergarten so that every student will have the opportunity to participate during the optimal years of second language acquisition. OWN 2's goal is for every child to acquire functional proficiency in at least one language other than the student's native language. Through Spanish language class, students will be exposed to cultures different from their own and therefore will develop positive attitudes about language and culture, keeping aligned with our mission and the tenets of our Pillars curriculum. Students will become comfortable with the language and will be inspired to continue language learning. Students will acquire language-learning strategies in addition to basic vocabulary and conversational skill. Spanish language instruction in the classroom will be supplemented by the Mango program, a computer based language instruction program.

Existing School Performance

The education corporation's flagship school, OWNCS, is currently in its 14th year of operations, having received full five-year term renewals from the SUNY Trustees in 2007 and 2012. Since the 2011-12 school year, OWNCS's performance in ELA and mathematics has consistently met, and in some instances exceeded, the majority of its Accountability Plan's absolute, comparative and growth goals. Please see Appendix A for additional school performance data and information.

School Culture and Discipline

OWN 2 firmly believes that the creation of a strong school culture will be one of the more important elements that will drive its success. OWN 2's goal is to create a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture will be underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose.

As discussed previously, the *Pillars of a Positive Community* curriculum will underpin the school's culture and is designed to impart to students the values of the shared community. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that will serve a socio-economically and ethnically diverse community, OWN 2 will use the tenets of the *Pillars* to ensure that all people feel that they are welcome and meaningful members of a diverse school family.

OWN 2 envisions the school as a learning community that treats students and adults with respect and kindness. To this end, OWN 2 will work to ensure that school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. OWN 2 will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but citizens of a larger global community. As children mature and participate in communal classroom work—especially related to *Pillars*—they will broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own.

OWN 2 will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, OWN 2 will codify a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a code of conduct known as the Code of Civility. The Code of Civility will be published annually in the Parent and Student Handbook. The OWN 2 staff will ensure that parents and students are well informed of these policies during student and parent orientation. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at OWN 2.

Organizational Capacity

The board of trustees of the Education Corporation will be the school's oversight and policy-making body and will be ultimately responsible for OWN 2's academic, operational and fiscal success. In order to carry out their oversight responsibilities of two schools effectively and responsibly, the Education Corporation board intends to appoint the central office CEO to whom they will delegate the overall management of the activities of both schools. The central office CEO is responsible for recruiting and hiring the OWN 2 Principal, who will be the school's leader. The Principal will be managed and supported by the central office CEO.

The Principal will be delegated responsibility for the overall administration and management of the school's instructional program as well as fiscal and business operations. The Principal will manage the special education coordinator and mathematics and ELA instructional coaches who will support him or her on the instructional side. S/he will be supported by the operations manager and bookkeeper on the non-instructional side. The Principal manages the operations manager and bookkeeper who also have a dual-reporting role to the central office director of finance.

Governance

The by-laws of OWNCS indicate that the Education Corporation board will consist of no fewer than five and no more than 15 voting members. The current members of the board of trustees are set forth below.

Board Members:

1. **Jeanette Betancourt (Board President):** Dr. Betancourt has been an OWNCS Board Member since 2003 and is in her 3rd year as Board President. Dr. Betancourt is the Senior Vice President for U.S. Social Impact at Sesame Workshop. She leads and directs all U.S. Social Impact Sesame Street research-based, early care and education initiatives including areas in school readiness, health habits, food insecurity, incarceration, military families' transitions, resiliency, literacy, special needs (autism), and other areas impacting vulnerable young children and the key adult influencers in their lives. She also is the developer of high impact bilingual traditional and new media initiatives. Dr. Betancourt received a B.A. from Herbert H. Lehman College, City University of New York, an M.A. in Speech and Language Pathology from Hofstra University, an M.S. in Bilingual Reading/Special Education from St. John's University, and an Ed.D. in Special Education from Teachers College, Columbia University.

2. **Melissa Chin (Vice President):** Ms. Chin is the President/Education Director and Founder of Kid Krazy Preschool/Daycare in Astoria, Queens which has been serving students since 2000. She has an M .A. in Early Childhood Education from Hunter College. She has been on the OWNCS board since 2001.
3. **Maura Fitzgerald (Secretary):** Ms. Fitzgerald is the Senior Director of Human Resources at Helen Keller International where she leads the global Human Resource functions of this international nonprofit dedicated to preventing blindness and reducing malnutrition in the world. Prior to this, she was Director of Administration at Doctors without Borders-USA. She has a B.A. from Sarah Lawrence College. She joined the OWNCS board in 2009.
4. **Charles Guadagnolo (Treasurer):** Mr. Guadagnolo is currently a Project Manager with Toll Brothers, a real estate development firm specializing in building residential projects nationwide. Prior to joining Toll Brothers in 2013, Mr. Guadagnolo was President of his family real estate development business that focused on residential real estate projects. Previously, Mr. Guadagnolo was Vice President in the operational side of Bear Stearns. He has a B.S. from Cornell University and an M.B.A. from Baruch College. He has been on the OWNCS board since 2013.
5. **Richard T. Bogle, Esq. (Trustee):** Mr. Bogle is an attorney with almost 30 years of experience in civil litigation. He is currently a Senior Trial Attorney at the law firm of Conway, Farrell, Curtain & Kelly, P.C. where he is involved in civil litigation, general liability, complex New York State labor actions, among other areas. He received his J.D. from Fordham University School of Law and his B.A. from the State University of New York at Albany. He joined the OWNCS board in 2013.
6. **Olubunmi A. Emigli (Trustee):** Ms. Emigli is a Customer Sales and Marketing Manager with United Print Group Inc. Prior to joining this company in 2014, she was for 13 years with such firms as Schulte, Roth and Zabel LLP, Paul, Weiss, Rifkind, Wharton and Garrison LLP and McGuire Woods LP. She has an L.L.B. Bachelor of Law from Anglia Ruskin University in England. Ms. Emigli has been on the OWNCS board since 2014.
7. **Sara Espanol (Trustee):** Ms. Espanol is currently a Speech Therapist at P.S. 226M where she provides speech and language therapy services to students between the ages of 9-21 with disabilities including autism, learning disabilities, Attention Deficit Hyperactivity Disorder, intellectual disabilities, behavior and emotional disorders within self-contained and inclusion classrooms. She conducts teacher workshops and professional development for teachers and paraprofessionals to support their work with students with disabilities in fostering independence. Prior to working within the NYCDOE public school system, Ms. Espanol worked in private preschool settings where she provided therapy to and evaluation of children with developmental disabilities, autism and behavioral and emotional disorders in inclusion settings, self-contained classrooms and home-based sessions. Ms. Espanol has a B.A. from Trinity College and M.A. in Communication Sciences and Disorders from Northwestern University.

Facilities

The Education Corporation has indicated that it will work with the NYCDOE to explore the option of using space in underutilized public schools in CSD 27. The contingency plan is to locate in a private

facility in CSD 27. The Institute reserves the right to review all proposed facilities in accordance with the charter agreement.

Fiscal Impact

The fiscal impact of the proposed school on the district of location, the New York City School District (the “District”), is summarized below.

Our World Neighborhood Charter School 2

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Charter Year	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (A x B)	Public Facility Aid*	Total Project Funding from District to Charter School (C+D)	New York City School District Budget**	Projected District Impact (E/F)
Year 1 (2017-18)	153	\$13,877	\$2,123,181	\$424,636	\$2,547,817	\$21,800,000,000	0.012%
Year 5 (2021-22)	477	\$13,877	\$6,619,329	\$1,323,866	\$7,943,195	\$21,800,000,000	0.036%

* 20% additional funding over standard per pupil funding if the schools are unable to locate in a public facility.

**The NYCDOE budget was derived from the NYCDOE’s website: <http://schools.nyc.gov/AboutUs/funding/overview>.

The calculations above conservatively assume the current basic per pupil aid will not increase during the term of the charter. While it is likely that the District’s budget will grow over time, the Institute is being conservative by leaving it unchanged in five years. Since the proposed school would seek to locate in public space, the estimates reflect the 20% addition to per pupil funding that the school would receive if suitable public space were not available. Based on these assumptions, and projections that the charter school would have full enrollment, OWN 2 will have minimal fiscal impact on public schools in the District.

The estimates used by the Institute to conduct its analysis are subject to unpredictable changes in the District’s budget in any given year, changes in the charter school per-pupil funding, and the actual enrollment in the charter school. For example, in the event that the budget of the District increases 5% in five years (assumes a 1% increase each year) to \$22.9 billion and the basic per pupil aid to charter schools remains unchanged, the impact to the District would remain minimal: 0.35% in the 2021-22 school year. While the school has included in its proposal estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the District and to be received by the charter school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the fiscal impact of the proposed school on the District, public charter, public District and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly larger enrollment, the Institute has determined that the fiscal impact of the

proposed school on the District, public charter, public District and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school's proposed start-up and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient start-up funds will be available to the new charter school.

Notification and Public Comments

The Institute notified the District as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute's website for public review. The NYCDOE has not yet scheduled a public hearing pertaining to the proposal. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. To date, the SUNY Trustees have not received any District or public comments on the proposal.

Preference Scoring

Education Law § 2852(9-a)(c) requires authorizers to establish and apply preference criteria to applications meeting both statute and authorizer standards. The purpose of the criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued or issued in New York City. The RFP identified the minimum eligibility requirements and preference criteria required by Education Law § 2852(9-a), as described in greater detail below. The OWN 2 proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal Sheet, Proposal Summary and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request No. 15); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request No. 3).

As the OWN 2 proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the founding team and board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 10 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. In the event of a tie for the last

charter, both proposals will be rejected unless one applicant agrees to withdraw his or her proposal for consideration in a subsequent RFP. The preference criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

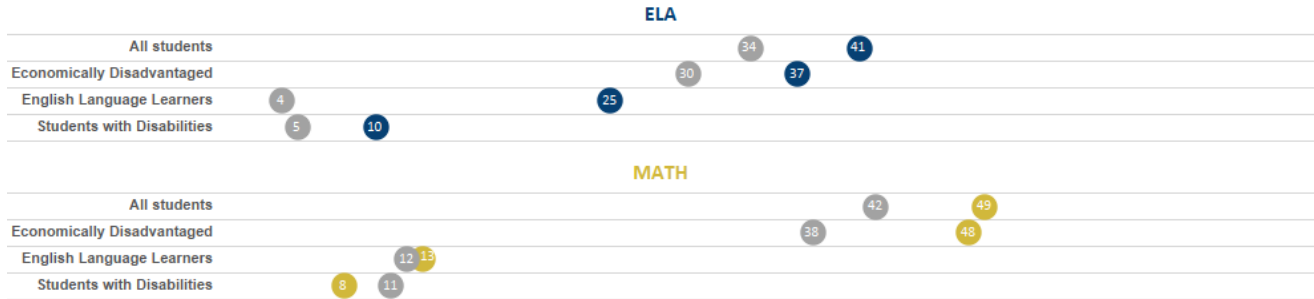
While the Institute received a total of 13 proposals in response to the March round of the 2016 RFP, it recommends only six for approval. All six proposals recommended for approval met the eligibility criteria and were therefore assigned a score using the guidance contained in the RFP. The proposal for OWN 2 earned a score of 36.0 preference points out of a possible total of 45. Based on this score and the other information and findings set forth herein, the Institute recommends the SUNY Trustees approve the authority for Our World Neighborhood Charter School to operate Our World Neighborhood Charter School 2, which would not exceed the statutory limit in Education Law § 2852(9)(a).

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to grant the Our World Neighborhood Charter School education corporation the authority to operate **Our World Neighborhood Charter School 2**, to open in August 2017.

APPENDIX A

Our World Neighborhood and CSD 30 Proficiency 2014-15



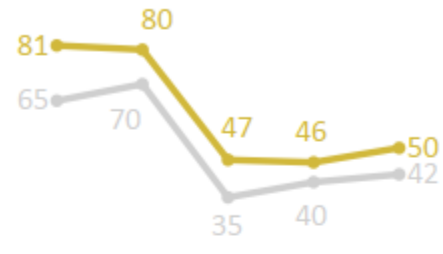
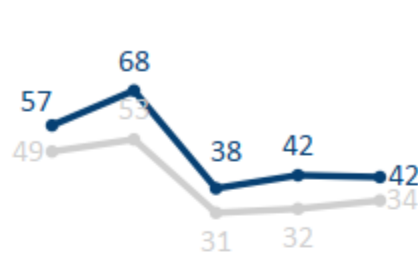
Our World Neighborhood Charter School

REQUIRED MEASURE DESCRIPTION

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

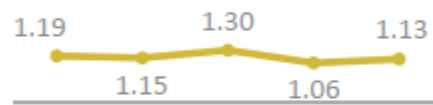
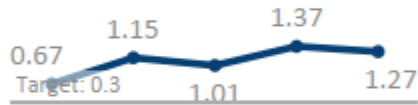
Comparative Measure: District Comparison. Each year, the percentage of students at Our World Neighborhood in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 30**.



2011 2012 2013 2014 2015

2011 2012 2013 2014 2015

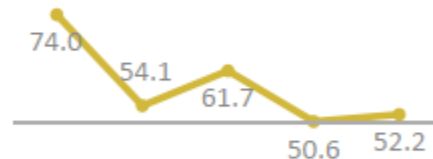
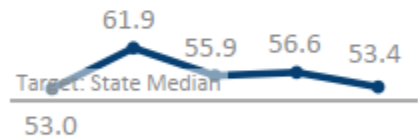
Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



2011 2012 2013 2014 2015

2011 2012 2013 2014 2015

Comparative Growth Measure: Mean Growth Percentile. Each year, Our World Neighborhood's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



2011 2012 2013 2014 2015

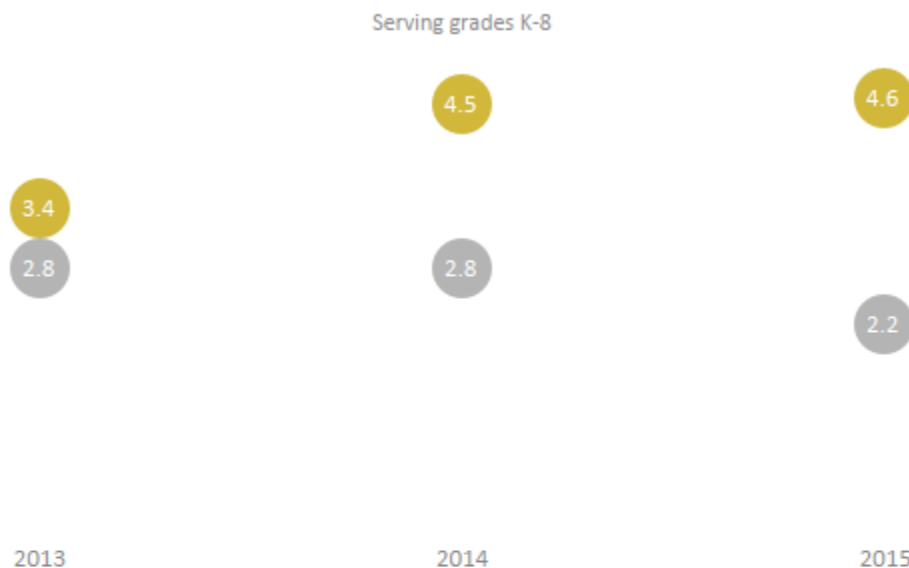
2011 2012 2013 2014 2015

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



Suspensions: Our World Neighborhood Charter School's out of school suspension rate and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2013	2014	2015
0	0	0

APPENDIX B

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

Basic Identification Information

Lead Applicant(s):	Jeanette Betancourt
Management Company:	N/A
Partner Organization:	N/A
Location (District):	New York City CSD 27
Student Pop./Grade Span at Scale:	477 students/ Grades K-5
Opening Date:	August 2017

APPENDIX C



Summary of Public Comments Received During the SUNY Public Comment Period through May 30, 2016

On or about April 21, 2016, in accordance with Education Law § 2857(1), the Institute notified the NYDCOE as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the Our World Neighborhood Charter School 2. The notice reminded the District that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Our World Neighborhood Charter School 2 proposal was also posted on the Institute's website for public review at:

<http://www.newyorkcharters.org/create/request-for-proposals/2016-suny-request-for-proposals/our-world-neighborhood-charter-school-2>.

The District has not yet scheduled a public hearing pertaining to the proposal.

The Institute has received no comments from the District about the proposal nor has the Institute received any direct public comments relating to the proposal to date.