

**Testimony of the New York City Department of Education
On Charter School Management and Accountability and Intro No. 12**

Before the New York City Council Committee on Education

May 6, 2014

Laura Feijoo, Office of School Support and Supervision

Good morning Chair Dromm and members of the Education Committee here today. My name is Laura Feijoo, Senior Superintendent in the Division of the Senior Deputy Chancellor in the Office of School Support and Supervision at the New York City Department of Education (DOE).

Since this is my first time appearing before this Committee, I would like to introduce myself. During my 25-year career in education, I have served as a middle school teacher, assistant principal, principal, superintendent and Deputy Regional Superintendent—in Queens, Brooklyn and Staten Island. During the past eight years, my work has focused on supporting principals' instructional and organizational practices. In my current role, I oversee the Office of School Support and Supervision and, Office of New School Design and Charter Partnerships.

I am joined by Laurie Price, Interim Acting Director DOE's Office of New School Design and Charter Partnerships (ONSDCP). We are pleased to be here to discuss charter school management and accountability in New York City.

This administration is making systematic changes. As you've heard from both the Mayor and the Chancellor, crucial steps are being made to address the root causes that challenge our schools today. Charters play an important role in these changes because they can facilitate innovation in ways that are more difficult for district schools. But we must keep in mind why charter schools were created – to act as laboratories of experimentation in education, with the mission of bringing best practices to traditional schools so that every child can benefit.

As you are aware, charter schools are public schools, funded by their respective school districts, and monitored by their charter authorizers, of which there are three in New York State: the New York State Board of Regents, the State University of New York's Charter School Institute, and the NYC Department of Education. Since the amendment to the New York State Education Law in 2010, the DOE no longer authorizes new charter schools. However, the DOE maintains the power to approve the renewal or revision of charters that it has already authorized. Charter schools are tuition-free and open to all, admitting students via lottery. Unlike traditional public schools, each charter school has its own non-profit Board of Trustees, which is responsible for meeting the objectives established in the Charter Schools Act as well as the New York State standards established for all public schools.

The 1998 New York State Charter Schools Act grants autonomy to charter school operators in exchange for increased accountability. As a result, charter schools are explicitly tasked with



**Department of
Education**

improving student learning, and increasing learning opportunities for all students (and especially those students at risk of academic failure). Charter schools are expected to use innovative methods; provide expanded choice within the school system; create new professional opportunities for school personnel; and offer an alternative from rule-based to performance-based accountability systems. This means that charter schools are held accountable not just for being in compliance with rules, but also for demonstrating performance in student achievement.

In New York City today, charter schools serve over 70,000 students and their families. This represents approximately six percent of our total student population. Independently managed by their Boards of Trustees, charter schools can partner with a number of organizations to meet different needs: over 80 charter schools partner with non-profit Charter Management Organizations (CMO's). Charter schools led by organizations like St. Hope in Manhattan are replications of successful schools from other parts of the country. Some charter schools serve specific student populations, such as Mott Haven Academy, which recruits students from our foster care system, and many have been founded by community groups such as the Harlem Children's Zone, One Hundred Hispanic Women, and the East Harlem Tutorial Program.

Each school's Board of Trustees is free to make independent decisions about curriculum and staffing. In exchange for this autonomy, the Board of Trustees is responsible for operating an educationally, fiscally, and operationally sound school bound by the terms of its charter agreement.

The ONSDCP provides oversight to the schools authorized by the DOE by holding them accountable to the high standards expected under charter law and performance goals described in each school's individual charter. Our goal is to provide frequent, consistent feedback and support to these schools.

Schools not authorized by the DOE are overseen by the New York State Board of Regents or by the State University of New York. The DOE—as the district in which charter schools are located—can forward any issues of noncompliance with applicable laws, regulations, and charter provisions, to the charter schools' authorizer for action. In addition, the DOE works with SED and SUNY to discuss policy that will affect schools across the city, such as enrollment and retention targets, and disciplinary issues.

We maintain a multifaceted accountability system for DOE-authorized schools, which we are working to maximize.

First, all DOE-authorized charter schools must adhere to a comprehensive monitoring plan that establishes requirements and responsibilities, designates guidelines for record keeping, and outlines reporting requirements under the charter law. The plan details the situations in which charter schools must provide written notice to the DOE, including any contracts that are greater than \$50,000 and any changes of the school leader or Board of Trustees. It also requires schools to submit school handbooks, insurance certificates, and lottery and application information.

The DOE also collects and reviews information on charter schools as part of its Annual



**Department of
Education**

Comprehensive Review. Schools must submit, among other documents, self-evaluations and data on teacher certification, school discipline, enrollment and retention of students, and staff retention and attrition rates. Schools are also required to submit compliance documents, mid-year fiscal documents, and all board minutes. The Annual Comprehensive Review culminates in a public report that details all results.

The ONSDCP uses a framework developed by the National Association of Charter School Authorizers to conduct in-depth reviews of each school's independently audited financial statement—including an assessment of the school's financial state and a review of its audit notes—to determine whether the school has defaulted on its debt. Any areas of concern are investigated and documented in the school's annual or renewal report.

At any time during the charter term, the DOE may issue a Notice of Concern, Deficiency or Probation related to the school's academic performance, fiscal/operational viability, or failure to comply with applicable laws or charter provisions. These notices require schools to correct identified deficiencies. Notices of Probation can include the creation of a Remedial Action Plan with specific improvement objectives and timelines. A school may be on notice for up to a school year. A charter school's failure to address these deficiencies may result in non-renewal or revocation of its charter.

Schools that wish to continue operating as charters after their terms expire must apply for renewal. The renewal process, which may last several months, includes the school's submission of a renewal application, a two-day site visit, a public hearing, and parent outreach. The ONSDCP may also interview board members, and charter management staff. Performance measures, including proficiency on various New York State exams as compared to the district's non-charter elementary and middle schools, and graduation rates compared to non-charter city high schools are included in the renewal process. After this evaluation, the New York City Schools Chancellor makes a recommendation to the New York State Board of Regents. Each charter renewal can run for a term of up to five years.

As you may know, one of Chancellor Fariña's top priorities is improving family engagement. Charter schools are part of the district's strategy for providing families with more high-quality school options, and the ONSDCP is committed to keeping parents informed and responding to their questions or concerns. A formal complaint process exists related to charter schools; ONSDCP staff is available to guide parents or community members through the complaint process to ensure that the appropriate steps and actions have been taken. Parents can complete and submit a Parent Complaint Form online. In addition, all calls to 311 with questions or complaints about charter schools are routed to the ONSDCP.

In addition to ensuring accountability, the DOE provides operational support to all charter schools in New York City. This includes providing transportation and SchoolFood services for eligible charter schools; helping charter schools report mandated data to the State; holding hearings for renewals, revisions and new charter applications; and referring complaints from parents and community members when appropriate.



Department of
Education

All charter schools in New York City receive tuition payments for General Education and Special Education through the DOE. The Department also serves the Local Education Agency (LEA) for charter school students with disabilities, and our Committees on Special Education oversees the creation and modification of Individualized Education Programs (IEPs) for all charter school students.

The original idea behind the charter school movement was to bring best practices to district schools, and in doing so benefit the entire school system. We are excited that the process of sharing best practices is already underway. Through “NYC Collaborates,” which is run out of the New York City Charter School Center, school study tours allow district and charter staff to learn from one another. This will further our mission to provide all New York City students with the highest quality education, and reflects Chancellor Fariña’s unwavering commitment to collaboration instead of competition.

The Learning Partners Program, our newest initiative, will bring all types of schools together to share exemplary practices that directly impact children in their classrooms. The program will span across all five boroughs and develop and promote interschool collaborative learning between sets of host schools and partner schools. Next year Learning Partners will expand to include a total of about 72 schools: 24 hosts and 48 partner schools. The program will encompass elementary, middle, and high schools with a particular emphasis on middle schools. Empowering our leaders to share great ideas will boost our students’ ability to thrive.

With respect to facilities, 113 charter schools are currently co-located across 122 DOE buildings. We know this has often been a source of tension among school communities. This Administration is committed to engaging all stakeholders in an equitable process about co-locations that meets the needs of all of our students. To achieve this goal, we have created three new initiatives to improve how we determine space-sharing decisions going forward.

First, Deputy Mayor Richard Buery and Chancellor Fariña are leading a working group on school space issues. This group is partnering with school communities, principals, and parents—from both district and charter schools—to anticipate long-term needs more fully before co-locations are arranged. This group is focused on improving existing space and creating new shared-space strategies that allow multiple schools to better grow alongside one another, pool and share specialized space, and engage parents by informing them about their community’s individualized areas of need.

Second, as Chancellor Fariña discussed at the preliminary budget hearing, we have established a Campus Building Squad to promote joint programming and professional development among schools that share a campus. This group is facilitating activities across schools, including student mentoring programs, after-school programs, the Public School Athletic League, fundraising, and community service. The Campus Building Squad will diffuse potential escalations at campuses, help schools arrive at prompt resolutions, and share best practices on ways to better engage parents to help create collaborative campus communities.



Department of
Education

Finally, we have created a Blue Book Working Group. The Blue Book is the document that outlines the capacity and current uses of DOE school buildings. The Blue Book Working Group is the result of Chancellor Fariña's belief that this tool should provide a practical and honest reflection of space and building utilization. The working group is comprised of Department of Education officials, elected parent leaders, and community members. A revised Blue Book aligned with the new, meaningful engagement process that the Chancellor has outlined will result in proposals that more effectively address the needs and concerns of our communities.

Our policies regarding all City charter schools—whether in support, supervision, or performance evaluation—all exist within our larger goal to invigorate the quality of education for our 1.1 million students, regardless of what kind of school they attend.

As you know, the State legislature recently enacted a number of changes to the education law as it relates to charter schools. The amendments to the law provide for supplemental basic tuition for some charter schools; include several new provisions related to charter school access to facilities; and authorize the NYC Comptroller to perform fiscal audits of charter schools located in NYC. We are in the process of reviewing these amendments and look forward to sharing more information soon.

Changes recently enacted also permit charter schools to apply for pre-k funding. We released our Charter school pre-k application last week and we are excited to include charter schools in the historic implementation of universal pre-kindergarten. While we continue to finalize some aspects of this implementation, we are confident charter schools will play an important role in our expansion and add to the many high quality full-day pre-K options for families.

Lastly, we would like to express our support for Intro No. 12, which requires the Department of Education to provide demographic and achievement data on all co-located schools. The report required by the proposed legislation will serve as a valuable resource for our school communities and other stakeholders.

Thank you for your time and attention. I would be happy to answer any questions you may have.



MEMO OF S U P P O R T

FOR THE RECORD

6 May 2014

Int. No. 12: Department of Education Co-Located School Information Reporting

The United Federation of Teachers supports Int. No. 126, with the amendments and additions listed below, that requires the Department of Education to report information on co-located schools. The information required by this legislation will help lawmakers and the public better understand the impact co-locations have on the schools that share space and the city school system as a whole. The UFT applauds Council Member King and the other sponsors for introducing this legislation.

The UFT believes the proposed legislation could provide the public and lawmakers even more valuable information if the following changes were made to chapter 2 (new text is in all caps):

1. In subsection a clarify the definition of co-located schools to ensure all schools, regardless of the authorizer so that it reads:

“‘Co-located school’ shall mean any public elementary, middle or high school or any combination thereof, including any charter school whether under the jurisdiction of the department OR ANOTHER AUTHORIZER or managed by an independent charter management organization, which shares space with one or more schools within the same building.”

2. In subsection b in the first sentence, specify that the report should separate data by each individual co-located school and be made publicly available so that the sentence reads (new text in all caps):

“Not later than the fifteenth day of June of the year 2015 and annually thereafter, not later than the fifteenth day of June, the department shall submit to the council AND MAKE PUBLICLY AVAILABLE ON THE DEPARTMENT’S WEBSITE a report regarding information on all co-located schools. Such a report shall LIST INFORMATION BY INDIVIDUAL SCHOOL AND include but not be limited to,”

(over)

3. In subsection b add a new subsection iii to read, “iii. DATA REGARDING STUDENT TRANSFERS IN AND OUT OF THE SCHOOL, INCLUDING BOTH THOSE WHICH OCCURRED OVER THE PRIOR SUMMER AND THOSE WHICH OCCURRED DURING THE SCHOOL YEAR AND DEMOGRAPHIC INFORMATION OF THE TRANSFERRING STUDENTS, INCLUDING THE NUMBER WHO HAVE AN INDIVIDUALIZED EDUCATION PLAN AND/OR ARE ENGLISH LANGUAGE LEARNERS.”
4. In subsection b add a new subsection iv to read, “iv. STUDENT SUSPENSION AND ARREST DATA AT THE HIGHEST LEVEL OF DETAIL AVAILABLE, INCLUDING ANY AND ALL DATA THAT IS REQUIRED BY THE NEW YORK CITY STUDENT SAFETY ACT.”
5. In subsection b add a new subsection v to read, “v. THE SCHOOL’S PERFORMANCE ON ANY ENROLLMENT AND RETENTION TARGETS REQUIRED BY THE STATE OF NEW YORK.”
6. In subsection b add a new subsection vii to read, “vii. THE NUMBER OF STUDENT’S RECEIVING FREE LUNCH AND, SEPARATELY, THE NUMBER OF STUDENTS RECEIVING REDUCED PRICE LUNCH.”
7. In subsection b add a new subsection viii to read, “viii. NUMBER OF SPECIAL EDUCATION STUDENTS RECEIVING SERVICES IN EACH OF THE FOLLOWING CATEGORIES: INSIDE THE REGULAR CLASSROOM 80% OR MORE OF THE DAY, INSIDE THE REGULAR CLASSROOM 40-79% OF THE DAY AND INSIDE THE REGULAR CLASSROOM LESS THAN 40% OF THE DAY.”

For more information please contact Jeremy A. Hoffman, Senior Legislative Representative at 212-510-6346.

TESTIMONY

Oversight Hearing: "Charter School Management and Accountability"

New York City Council

Education Committee

Hon. Daniel Dromm – Chair



Tuesday, May 6th, 2014

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Good Morning Chairman Dromm and members of the committee. On behalf of the Council of School Supervisors and Administrators (CSA) and our nearly 15,000 members, thank you for the opportunity to speak to you today.

I am hopeful that with today's hearing we can take a step back from the shouting and screaming; the acrimony and animosity triggered at the mere mention of "charter school" and "co-location." Lost in the noise are the children whose education and best interests are being held hostage to the noise.

Noise that is coming from all sides: As educators and adults, I say enough!

The Council of School Supervisors and Administrators welcomes charter schools as a supplement to traditional public schools, a sound way of increasing choice, and an original way to spur innovation and competition.

In fact, charter schools are public schools which have been relieved of some constraints in order to use innovative methods to reach specific academic goals. Because they receive public money, they are prohibited from charging tuition; from rejecting students on the basis of academic achievement; special needs, or English language proficiency. The best of these schools often spring from the roots of their communities. They are the product of devoted teachers and parents seeking to find new ways of educating their youngsters.

Innovation and creativity does not mean these schools should not be unionized. The administrators and teachers in these schools are also entitled to enjoy fair wages and benefits. There are currently eight NYC charter schools where the leaders are represented by the CSA.

I would note that none of these schools are run by for-profit companies. The purpose of the federal, state and city dollars used to fund these schools are provided to educate our children – not to fill the coffers of educational entrepreneurs.

The term "for-profit charter schools" is contradictory, and such charter schools should be discouraged. Also, this violates the "spirit" of its intent.

For charter schools that honor the spirit of the charter act of 1998 and have student populations that mirror the demographics of their communities, there should be financial parity with traditional public schools in the district. Several analyses indicate that charters do not enjoy this parity.

At the same time, there are charter schools that are enjoying outrageously unfair advantages. In some of our districts, there are charters that are treated like favorite children even though they break rules and make a charade of accepting students unconditionally. They actively recruit students who are most likely to succeed, skimming them off the top of traditional public schools (this concept is called "cherry picking"). When the time comes for citywide and statewide tests, special needs, ELL and underachieving students who "slipped in" are forcefully steered back to their traditional neighborhood schools, often too late for per-pupil funding to accompany them. As a result, the charter school that taught the student is not held accountable for the score. Instead, these low scores are attributed to the public school that inherited the transferred student and did not have the right of refusal because public schools must accept ALL students, even those that do not necessarily improve the school's test scores.

Such charter schools enjoy artificially inflated test scores whereas the traditional schools that take in the more challenging students at the last moment suffer artificially lowered scores.

It is also true the funding formula provides no facilities funding for the charters, creating yet another problem: the endless tug-of-war known as co-location.

At a time when there are still thousands of our children attending classes inside of trailers, many other public school children have to fight for space in their own buildings.

The sad truth is co-locations can and sometimes do lead to overcrowding, depriving children, especially disadvantaged children of sufficient classroom space, libraries, arts programs, gymnasiums and laboratories. As a result school curriculum suffers. This was underscored recently in Comptroller Stringer's report about "Arts education lacking in low income areas."

Again, we are not absolutist when it comes to co-locations. Our members often tell us that co-location can be successful when leadership teams from the shared campuses incorporate a collaborative approach to managing activities and space within the building. We also were pleased that Chancellor Farina has made a paradigm shift from promoting competition, to embracing collaboration and sharing best practices. Our principals have taken it upon themselves to initiate meetings to review and discuss the use of the building as a proactive means of tackling an often-sensitive situation. They do this despite the fact that there is little support or training for school administrators to address the challenges that may arise from co-locations.

Yet, despite the best efforts of educators and school communities, co-location remains a grave challenge for many schools. Often, there simply isn't enough space. Too often, the newly co-located school is given priority over the host school when facilities and maintenance are parceled out. In some instances cafeteria space is so limited, that students are forced to eat lunch before ten o'clock in the morning. In other instances, little ones of 6 and 7-years-old are sharing buildings with young adults of 16 and 17-years-olds.

We applaud this committee for calling this hearing and taking a proactive role in exploring the complexities our administrators face every day. We urge everyone here today to tone down the rhetoric, and find the middle ground where we can stand together and lift up and provide ALL the children of this great city a proper education and a fulfilling future.

As noted in a New York Times Op Ed on April 4, 2014 entitled "Charter School Refugees," Andrea Gaborapril poses an interesting and thought provoking question which should preface co-location determinations: "Is there a point at which fostering charter schools undermines traditional public schools and the children they serve?" We believe that in those specific situations, the DOE must take a closer look at its policies and avoid creating more charters/co-locations, if the result is detrimental to the host school.

The author further opines that "Some charter school initiatives, like longer school days and student-reward systems to foster good behavior, have been adopted by traditional public schools. But charters have a lot to learn from these schools, too, especially when it comes to educating special-needs students. We should not allow policy makers to enshrine a two-tiered system in which the neediest children are left behind."



FOR THE RECORD

Manhattan Charter Schools

Sonia Park, Executive Director

Written Testimony Presented to the New York City Council Education Committee

Oversight Hearing on Charter School Management and Accountability and Intro 0012-2014

Tuesday May 6, 2014

Good morning, Chairman Dromm and members of the New York City Council Committee on Education. My name is Sonia Park and I am the Executive Director for the Manhattan Charter Schools, both of which are located on the Lower East Side of Manhattan in Community School District 1. Thank you for the opportunity to present written testimony for today's hearing.

A Brief Description of Our Values and School Community

Manhattan Charter School (MCS) is a K-5 charter school co-located on the Lower East Side in CSD 1, committed to providing every child with the tools and support necessary for success. Operating as a 501c3 nonprofit organization, MCS has been a strong performing school since its founding in 2005. The school's board of directors and leadership attribute MCS's success, in part, to our dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day.

Our Mission: To teach our students how to learn and love doing it, how to cultivate their curious minds, and how to develop a solid foundation on which to base wise choices and build meaningful lives.

Demand for MCS has greatly exceeded the seats available in our small school model. Every year we have had a waitlist. Accordingly in 2010, the NYC Department of Education requested and the MCS Board of Trustees agreed to seek another charter in order to serve more students through our school model. The creation of Manhattan Charter School 2 (MCS2), a replication of MCS, has allow us to provide a trajectory-changing education to twice as many students using the same small-school model that has been the bedrock of MCS's successful program. MCS2 opened in August 2012 and is located a few blocks away from MCS.

MCS serves 270 students and MCS2 currently serves approximately 140 students in grades K-2 and will grow up by one grade each year to become a full K-5 school in 2016. Even with the increase in the number of seats offered, we still have an extensive waitlist for the 2014-15 school year. Across both schools, we received over 700 applications for about 70 available seats for this September.

The majority of MCS and MCS2 students are minority, live in the neighborhood, and qualify for free lunches. Specifically for the 2013-14 school year, 85% of students qualify for free and reduced priced

lunches and 16.5% are identified as students with disabilities. Student demographics are representative of CSD 1 and NYS public school students as a whole. In MCS, 87% of students are African-American or Hispanic and 4% are Asian. For MCS2, 79.5% of students are African-American or Hispanic and 9% Asian. To ensure we truly reflect our community, beginning two years ago (upon the opening of MCS2), we have been giving an admissions preference towards students that speak languages other than English in their homes.

The schools' educational program is unlike any other on the Lower East Side and includes a particular focus on music. Our passion for music education is demonstrated by its commitment to daily music instruction for every student, beginning in Kindergarten. Manhattan Charter Schools have included music as a "fifth discipline" in its curriculum, designing a music program to reinforce, develop, and enhance all areas of learning including reasoning, information processing, memory, and other cognitive skills. The school's commitment to offering a balanced liberal arts education to every child extends beyond music. All students also take art, French, physical education and health. For those students who have demonstrated skill and interest, the school offers an opportunity to join a select chorus or the Brass Band. All of these programs are offered at no cost to families.

Building a Record of Success

Manhattan Charter School is demonstrating that all children, regardless of race or economic status, can succeed when given equal access to quality education. The schools pride themselves on delivering rigorous, standards-driven instruction and fostering a culture of high expectations. MCS students have consistently outperformed their peers across the city on the New York State English and Math exams.

Notably Manhattan Charter School has been recognized for its high student achievement level and progress. MCS has received an "A" for Student Performance on our Progress Report for three years in a row, including on the 2013 Progress Report, putting MCS in the top 20% of schools in New York City in terms of student performance. Still, MCS is working together as a school community to increase student performance and close the achievement gap.

Working with our District School Partners

We are proud to point to the cooperative nature of our school-based relationships. Both MCS and MCS2 share buildings with district schools. Manhattan Charter School, 100 Attorney Street, is co-located with Amalia Castro, PS 142. Manhattan Charter School 2, 220 Henry Street, shares space with three other schools (University Neighborhood, M332; Henry Street, M292; and Collaborative Academy of Science, Technology & Language-Arts Education, M345).

Two small examples of collaboration include working with a non-profit organization and our Community Education Council (CEC 1). At 100 Attorney Street, MCS and PS 142 have a partnership with the Asphalt Green Recess Program that benefits both schools. Asphalt Green's Recess Enhancement Program transforms the culture of recess by making it an active and cooperative time for both students and staff, and makes physical activity an educational tool for schools and students. Asphalt Green provides recess resources, such as staff, curriculum, and materials, to both schools. MCS provided the funding for the first two years of the partnership for the two schools.

At the 220 Henry Street campus, CEC 1 has provided a grant to the campus to beautify the shared school yard with students from all four schools, including MCS2 students, taking part in the survey and design

proposal. MCS2 leadership has been working closely with the other school principals and the CEC 1 president to engage the building community on this joint effort.

In addition, we are also involved in the School Space Working Group that is being led by Deputy Mayor Richard Buery and Chancellor Carmen Fariña. The working group will help identify long-term space solutions to alleviate overcrowding, foster positive outcomes in future co-locations for schools citywide. MCS2 is 1 of 4 specifically named schools in the working group and give us the opportunity to present our perspective on colocations and how they can work well.

Conclusion

This written testimony is just a brief description of some aspects of the MCS school community and mission. It is important for us to emphasize that we are community based schools that represent the Lower East Side. That is why we strongly believe in fulfilling our mission and why we are members of the Coalition of Community Charter Schools. We:

- are public schools;
- are committed to providing a high-quality education to students who reflect our communities and neighborhoods, particularly students with the greatest educational needs;
- believe that parent, caregiver, and community engagement is essential to student success;
- seek out opportunities to collaborate;
- believe that our independence is a public trust; and
- believe that all students and families have the right to choice in education.

Please let me know if we can provide you with more information about our activities, successes and challenges in any particular area. We sincerely appreciate your consideration and support for the work that we do.

FOR THE RECORD



Harlem Children's
Z O N E

Testimony from Geoffrey Canada, President/CEO, Harlem Children's Zone®
May 6, 2014

Greetings Chairperson Dromm and Members of the Education Committee. Thank you for holding this hearing to discuss Charter School Management and Accountability. I appreciate the opportunity to share my testimony with this Committee although I am sorry that prior commitments prevent me from attending in person.

I, Geoffrey Canada, am President of the Harlem Children's Zone Promise Academy Charter Schools I & II and President/CEO of the Harlem Children's Zone (HCZ), a non-profit organization. As of July 1, 2014, Anne Williams-Isom, our current Chief Operating Officer, will become CEO of HCZ. Wearing these two hats every day, Anne, my team and I focus on the academic, social and health outcomes of over 12,000 children who attend both traditional public schools in Central Harlem and our own charter schools. Only 20% of these 12,000 children attend and ever will attend our charter schools. We have the same goal for all of them: college graduation. In fact, this past school year we were thrilled to have more than 950 of our students in 2 and 4 year colleges, representing both HCZ's Promise Academy Charter School and traditional public school students who participated in HCZ afterschool programs.

A Unique Vantage Point on Schools

HCZ began working in traditional public schools back in 1970 when we were founded by the late Richard Murphy as Rheedlen Centers for Children and Families. When Murphy left Rheedlen to become Commissioner for Youth Services under Mayor Dinkins, I became President/CEO of Rheedlen and we worked together to create the Beacon Schools model.

As Rheedlen's work evolved into HCZ, my organization began partnering with the traditional public schools located within our Children's Zone boundaries. Today, HCZ's partnership with these 7 traditional public elementary schools includes our AmeriCorps funded Peacemaker staff who are placed in classrooms where they assist with in and out of school time; health programs focused on reducing obesity and improving asthma management; and social services. In total, at these 7 schools we have 230 staff supporting these traditional public schools serving over 3,000 children.

However, after a decade of providing comprehensive or wraparound services to traditional public schools, we wanted to test out some innovative approaches to the school day that were not feasible under existing regulations. And so in 2005 and 2006, we continued to support the traditional public schools and also opened HCZ Promise Academy I & II Charter Schools. We believe that it's important to demonstrate what our children can achieve and then share what works with all schools.

While we still have work to do, we are proud of our results for all of our children to date. Last year, at one end of our pipeline, we had 100 percent of our Harlem Gems pre-K and Head Start students score average or above on the Bracken Basic Concept Scale-Revised, a nationally normed assessment. Toward the other end of our pipeline, in 2013, 95 percent of all of our high-school seniors were accepted to college and at Promise Academy I High School, our first charter, students passed NY State Regents exams in Math, Science, Global History, U.S. History and ELA at rates of either 97% or 98.5% including our special education students.

However, we are not only concerned with test scores. A study by Roland Fryer, an economist from Harvard, looked at the behavior of Promise Academy students and found that the pregnancy rate among girls was reduced by 71% and the incarceration rate among boys was essentially a 100% decrease.

New York City's Next Steps

We firmly believe that comprehensive wrap around services, such as UPK and after-school services, must be combined with high-quality schools, whether traditional or charter, to help children develop into healthy, happy and successful adults. So we applaud Mayor DeBlasio, Governor Cuomo, the City Council and the State legislature for working to expand high quality, full day UPK and including Charter Schools and community based organizations in that expansion.

In addition, we are deeply grateful that charter schools will be able to maintain co-locations rent-free and that new and expanding schools will have the opportunity to access public spaces as well. Our Promise Academies have been the beneficiaries of co-location and the policy has enabled us to expand while focusing on the children and not on facilities.

At the same time, I'm glad the Mayor has started a working group to address the needs of all children in co-located spaces. Transparency and accountability are keys to successful schools and co-locations are no exception. So on behalf of HCZ and Promise Academies, I offer our support for Int. No. 12 and Reporting on Co-Located Schools. We support the goal of gathering data on co-location as long as the data is put to work immediately to improve educational, social and health outcomes for all children. If HCZ can be of assistance in this process, please let us know. We will be glad to help.

Thank you very much for the opportunity to discuss these issues with the Education Committee.

Oversight: "Charter School Management and Accountability"
Testimony from Rosalie Friend, Ph.D.
May 5, 2014

FOR THE RECORD

As long as charter schools receive public funding they must be regulated to assure that they are serving the public. They must be operated for the benefit of the entire community, not their owners or select groups. Repeated studies have shown that charter schools have not done as well as regular public schools in educating children or closing the achievement gap. Strenuous regulation is needed to protect the children and the taxpayers. There are several areas in which many charter schools have been found lacking.

A major problem is student attrition. There are numerous reports of students who might get low scores on standardized tests being "counseled out." District school teachers report a pattern of students returning to district schools shortly before the state tests in the spring. Evidently students who might get low scores are sent to the real public schools. Students who are disruptive or impertinent are also shifted out of the charter schools. At minimum we need a detailed record of the number of students leaving each charter school each month and the reason each child left. A standard for retention must be set. A charter school which is not willing to serve all children should lose its charter immediately.

A second requirement is responsible stewardship of public funds. Charter schools must agree to audits of their finances if they are to receive any public funds.

The government of NY State which issues charters is responsible for the quality of instruction in schools it allows to operate. Why has the state waived its strict teacher licensing standards for charter schools? For the sake of our children, it is imperative that all teachers meet those standards. They must complete teacher certification education and pass the LAST examinations. They must be held to the same standard as district school teachers. Those who enter the teaching force without a masters degree in education, must earn a masters degree from an accredited college within two years. It is atrocious to subject innocent children to so called teachers who don't know what they are doing.

Using standardized tests as the sole indicator of a school's effectiveness leads to distortions of instructional practice. Teachers at Success Academy charter schools have reported that their students are able to do well on standardized tests, because they spend a lot of time each day doing lessons directly related to the test. According to these teachers the children receive minimal instruction in science, social studies, art, music or physical education. We must insure that all charter schools offer a well rounded education.

There have been reports of certain groups of charter schools using zero tolerance, harsh discipline which is demeaning to students. Emphasizing obedience does not prepare children to be citizens of a democracy or to be innovators who will strengthen our economy. All schools should be helping children develop self regulation, the ability to set their own goals and devise ways to meet them. In addition, children must learn to collaborate and develop complex projects. They must demonstrate that they can apply what they have learned in new situations. They also must learn to analyze situations and materials to discern patterns and to read between the lines.

High teacher attrition has been reported repeatedly among charter schools. Children need continuity and stability. Working conditions must be good enough so that teachers are willing to continue to serve.

The Eli Broad foundation openly speaks of charter schools as a profit center and of school funding as a revenue stream that businesses should access. This is contrary to the interests of the citizens of New York. All our schools should be operated for the good of the children. Furthermore, parents must have the right to participate in decisions about the education of their children.

I hope that you have invited Mike Fabricant and Michelle Fine to testify. These CUNY professors are the authors of Charter Schools and the Corporate Makeover of Public Education (Teachers College Press, 2012). They have the facts, figures, and references to document the problems which I urge you to address.

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FOR THE RECORD

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There is no convincing evidence that charter schools have a significant impact on student performance. In June, 2013, the Stanford University Center for Research on Educational Outcomes, CREDO, published a National Study of Charter School Performance showing a very small overall positive impact on students in Reading, equivalent to 8 additional days of school, and no positive effect in Math. NYC Charter schools were included in this study. In 2009, an earlier CREDO analysis showed no positive impact, and lower student outcomes in Charter Schools with regard to both Reading and Math. Some Charter schools, just as some Public schools, have a positive impact on student performance. I have seen no studies evaluating the impact of the *Success Academy Charter Schools* on student outcomes.

Statements have been made regarding the high number of charter school students, including *Success Academy* students reaching proficiency on NY State tests. According to the website, only 58% of *Success Academy* students reached proficiency on the 2013 ELA state exam (<http://successacademies.org/about-success-academy/#our-results>). While this may be higher than the NYC public school average, it is lower than the 80% or more of students who reached proficiency, consistently, over a 12 year span, in both Reading and Math, in a Dual Language public school program, developed in 1998 (DeJesús 2010, 2008).

Having proficient students does not constitute evidence that the charter school program had a positive impact on student outcomes. If the charter school only admits students who are already high performing or whose parents are the most supportive, eager or involved in the education process, then it may be the positive influence of the parents, or the better preparation of the students that accounts for the higher level of proficiency. There may be other unobserved factors involved, such as the Hawthorn effect. If the charter school wants to claim responsibility for positive student achievement, it must show data that proves the school is responsible for student progress. Otherwise, it may be no more significant than students at Stuyvesant HS having high SAT scores, since only high performing students are admitted.

The former mayor, in a recent interview said “charter Schools are public schools... act as a role model... [and] can serve as a road map for better public education overall.” This is an exaggeration. There are many significant differences between charter schools and public schools that make this unlikely – in addition to the well documented hedge fund backing enjoyed by charter schools. Charter schools have better resources, including equipment and facilities. A charter school is legally an independent LEA (Local Education Agency) comparable to an independent school district, which can set its own policy and procedure. Public schools are governed by the district office and Board of Education, which sometimes have bureaucratic or constrictive requirements, beyond the control of the school. Some charter schools follow a flexible method for teacher evaluation; public schools are increasingly required to base teacher evaluations, at least in part, on student test outcomes. This has a chilling effect and causes some public school administrators to oblige teachers to “teach to the test” – which is not a “Best Practice” in education. While many charter schools service only a sprinkling of English Language learners or Special Education students, public schools are required to accept all students and provide appropriate services, no matter how costly or difficult. While charter schools might cherry pick the best students and may be able to pressure parents to withdraw their children, if problems arise, public schools are restricted and regulated with regard to student discipline or suspensions. Some charter school teachers are poorly licensed, inexperienced, young and move on to other jobs within 5 years, while NYC teachers are required to have Masters degrees, and most have years of experience. While public school funding is often inadequate to run an outstanding program, charter schools have investors and private donors, which allow better equipment, program options, physical plant and other resources. While public school

funding is diminished by the costs of charter schools, some charter school directors earn \$500,000 per year, a salary about 4 times higher than most public school principals, and higher than President Barack Obama – who earns \$400,000 a year. While some charter schools mount polished, professional, costly advertising campaigns, virtually overnight, public schools promote themselves largely through cake sales and neighborhood flyers.

One of the greatest concerns with regard to charter schools is their unpublicized and focused recruitment practices, often done through “word of mouth.” This enables them to “attract” the most successful and higher performing students, whose parents are the most savvy, active or aware. Charters often claim to select students through a lottery, it is not a randomized lottery if only certain families know about it. This constitutes *selection bias*. Even some schools which claim to have a “randomized” lottery reveal on the website that it is a “weighted lottery” meaning it is *not* randomized. Many educational innovators have great ideas, but do not have the resources, privileges, connections or financial backing of charter schools.

Charter schools ought to operate under the same conditions and requirements as public schools, including equal funding, transparency, and publicized procedures for parent outreach, student recruitment and selection. While the image of a small, smart, innovative school is appealing, the reality is that starting a charter school is not equivalent to Bill Gates working out of his parents’ garage. To amass the kind of fortune necessary for a successful charter school, either you have the backing of millionaires or you need private investment that is often less interested in supporting innovative schooling, but more interested in the profits that can eventually be made from education.

Therefore, the recommendations are: the NYC DOE should require of charter schools:

- Full financial disclosure and transparency including grants, loans, donations, “in-kind” services
- Public dates in public places for any parent to sign their child up to be included in the “lottery” with public service announcements of the sign-up dates and places on TV, news and radio
- Public dates in public places when charter selection “lotteries” would be held, which should be on the same date and same types of places in the city, i.e. schools, libraries, churches, police stations, fire houses and hospitals, with public service reminders, dates and places on TV, news and radio
- Initial testing of all children, upon registration, in English and any other language spoken by the child, and Math, using the same test, procedure and methodology in all charter and public schools
- Annual testing of all children in English and any other language spoken by the child, and Math, using the same test, procedure and methodology in all charter and public schools
- Charter schools to provide the same services as public schools to English language learners and Special education students, following the same laws, procedures and requirements
- Charter schools to follow the same procedures for teacher evaluation as public schools follow

Mixing money, profit, children and education is a recipe for undermining democracy: namely, deteriorating the public schools and privatizing a separate education system for the benefit of a privileged few or those “in the know”. Are we saying that the only children who will get a good education are those children whose parents are self-motivated and eager for improvement? If that is the case, we can say good-bye to democracy and the social contract.

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My name is Reverend Raymond Rivera. As a pastor, the founder of the Family Life Academy Charter Schools and an activist for 45 years I participated in the battle of community control of schools in the 60's that led to a citywide strike led by the United Federation of Teachers. During that time many parents, activists and brave teachers crossed the picket lines to open the schools and continue to serve our children. When Charter Schools came to our state I saw it as the continuation of our struggle to achieve community control of our schools. Charters had many of the very things we had fought for such as being able to hire our own principal, our own teachers and having a Board of Trustees that reflected the ethnic composition of our community and who was fully committed to the children and families of the communities that were being served.

The Charter School debate has been totally distorted and a campaign has been developed to confuse and misinform the public. The following are a few examples:

- Charter Schools have caused the tensions with public schools because they are co-located in public school buildings. The tension that exists in schools in co-located sites did not start with charter schools. This tension was highly evident during the small schools/academies and restructured alternative schools formation throughout the city in public schools. Co-location has existed within the public school system and the reality is that any place where different organization co-exist will have some form of tension.
- Charter Public Schools are given more money than District public schools. Saying that charter schools are being allocated more money than Department of Education public schools is an intentional lie. The truth is that the per pupil allocation is less for Charter Public Schools than it is for Department of Education schools.

- **All Charter Schools do not serve English Language Learners and children with Special Needs.** The truth is that many charter schools do serve English Language Learners and children with Special needs and they actively continue to recruit and embrace these populations.
- **All Charter Schools are a part of huge and wealthy management organizations housed in DOE public school buildings.** The truth is that there is a large part of the Charter School sector that is community grown, community based independent stand-alone schools that are housed in private space and are paying a huge amount of rent and as a result do struggle to ensure that they continue provide a quality program with the resources that that they do have.

In conclusion I want to share that the legislation that was just passed can only be described as separate and unequal. We now have two types of charter public schools that have been created as a result of this legislation:

1. Charter Public School that the state has mandated the city to reimburse for leasing private space
2. Charter Public Schools that are also in private space but the state did not mandate the city to reimburse them for leasing private space.

It is my hope that the City Council advocates on behalf of all the children of our city with the governor and the mayor that this separate and unequal policy ceases immediately. This policy discriminates against our children in Charter Public Schools, the majority of whom are poor and children of color.

*Public Accountability for Charter Schools:
Common Sense Regulation and Oversight for the Future*

Annenberg Institute for School Reform at Brown University
May 2014

Over the past decade, the charter school sector nationally has grown exponentially. Charter enrollment has doubled three times since 2000; it doubled from 2000 to 2004, again from 2004 to 2008, and again from 2008 to 2014.¹ Today, there are an estimated 6,400 public charter schools enrolling over 2.5 million students nationwide.² New York State has 209 charter schools, 183 of which (88%) are in New York City. Over half of the city's charter schools have opened since 2007.³

As the sector has grown, so too have the number and scale of associated entities that manage, and/or provide a wide variety of services to charter schools. But this rapid expansion of the education market, fueled by the availability of hundreds of millions of federal, state, local and private dollars, has not coincided with a corresponding increase in accountability or oversight capacity.

Charter laws are state laws. But all stakeholders share the responsibility of providing the oversight necessary to ensure that our public school dollars are spent wisely. Under the state constitution, the Mayor of New York and the Department of Education (DOE) are responsible for providing *all* students, from the youngest pre-school children to high school students, with an equitable and effective free public education through the city's system of public schools, both traditional and chartered.

This report lays out a series of common sense and pragmatic recommendations for increased oversight and accountability of the growing charter sector in New York City. We include some specific examples of abuses that would be avoided with better oversight, and point to other states' practices in these areas.

We divide our recommendations into four areas: Governance and Transparency; Equitable Access; School Climate, and Facilities. The goal of these recommendations is not to hamstring charter schools or impede their ability to innovate and educate. Indeed, we believe that these policy suggestions would strengthen the charter sector, and help reduce the divisive and polarized debate over public education in New York City. Parents, students, educators and policymakers can agree that the city's system of public schools—both traditional and charter—should work together to contribute to equitable educational opportunities, safer communities, less poverty and a stronger, healthier New York.

Recommendations

EQUITABLE ACCESS

Charter schools are schools of choice—meaning that parents must apply for enrollment. However, state law requires that schools accept students on a first-come, first-served basis, unless more students register than there are seats available. In those cases, a lottery must be held to randomly select among applicants. New York State law prohibits charter schools from discriminating in their enrollment processes, and requires that the demographics of the school's enrollment be comparable to that of surrounding traditional public schools.

State law notwithstanding, the widespread use of subtle yet exclusionary enrollment practices by individual schools is well documented.⁴ Policies such as requiring parents to volunteer during the school year, requiring Social Security numbers or other documentation at enrollment, or requiring student interviews are some of the practices designed to exclude or discourage families that pose certain challenges.

Charter schools also have higher student attrition rates than traditional public schools. Suspensions and expulsions are in some cases exponentially higher and are addressed later in this report. But higher generalized student turnover appears to be endemic in the nature of choice.

RECOMMENDATIONS

- Require all charters to publish detailed information about the school's enrollment and registration procedures, to ensure that they will not foster exclusionary enrollment policies.
- Prohibit schools from requiring that students and/or parents sign "contracts" that require them to meet certain behavioral or academic standards, or require parents to volunteer a certain number of hours at the school or meet other requirements.
- Prohibit charter schools from requiring prospective students to produce Social Security Cards, Individualized Educational Plans or academic reports as a condition of enrollment.
- Monitor charter school enrollment and retention practices through uniform and consistent data requirements to ensure that charter schools are enrolling a proportionate share of students across subgroups.
- Require charter schools to "backfill" seats vacated through attrition by accepting students in the middle of the school year and in every grade, so that the graduating cohort is the same size as the entering cohort.
- Require charter schools to accept "over-the-counter" students who did not participate in the school choice process, just like district public schools.
- Establish a city-wide, cross-sector student identification system that allows the district to track student mobility and provide supports to students who move between schools during the course of the school year.
- Per pupil funding, provided to schools based on their enrollment, should follow students who enter district public schools after October 31st of the school year to allow those schools to best serve students who leave charter schools during the school year.
- Establish an Ombudsman position within the Department of Education. Parents of students who were discouraged from enrolling at a charter school, or feel that their student is being denied services or pressured to leave the school should be able to present their case and have the Ombudsman office immediately investigate. Any charter school found to engage in practices that result in fewer students with special needs being served should be required to end these practices, and should face sanction by the Department of Education.

The results of these practices are evident nationwide: students with disabilities and English Language Learners are under-represented in charter schools nationally, as well as in New York City. Other studies have also shown that students in charter schools—though statistically equivalent on measures of race or economic status—tend to come from better-resourced, and/or more educated families.⁵ In other words, our most vulnerable students are under-served by the charter sector:

- Charter schools in New York City enroll significantly lower percentages of students with disabilities (12%, versus 17% in the city's traditional public schools) and English Language Learners (5% versus 14% in the City's traditional public schools).⁶
- DNAInfo New York reported last year on enrollment practices at Citizens of the World Charter School in Crown Heights that seemed to favor white, affluent families over lower-income families of color for enrollment in the school. According to the report,⁷ an enrollment plan obtained by DNAInfo found explicit prioritizing of white and middle-income families in the recruitment plan for the Los Angeles-based charter organization.

SCHOOL CLIMATE

Many parents choose charter schools for their perceived advantages in school safety and climate and instructional quality. Some of these advantages seem elusive.

Across the country and in New York City, charter schools have been criticized for having rigid and harsh discipline policies that have proven counter-indicative to safe schools and rely on out-of-school suspension and expulsions to manage school climate. While charters are free under state law to design their own discipline policies, New York State's Charter School Law requires those policies to include due process rights for students and parents. Minnesota's law goes one step further by requiring that charter school parents be notified of suspensions by letter, that an informal conference must be held with the student, and that expulsions require a student hearing, which may be challenged by parents or students. Ensuring that these policies are available on the school's website allows parents to fully understand the school's rules and requirements before they register their child.

- Just five months ago it was reported that at KIPP Star Washington Heights charter school, children as young as five years old were placed in isolated and padded "cool down" closets, causing some children to anxiety attacks. The school defended the practice,⁸ though some parents withdrew their children when the reports surfaced.
- A 2012 report by the New York Civil Liberties Union found that some charter schools suspend students at rates many times higher than the city's traditional public schools. For example, the report found that two Brooklyn Collegiate Charter Schools in the UnCommon Schools network suspend students at 35 and 40 percent rates, respectively. Achievement First, another charter network with strict behavior codes suspends 4 to 18 percent of its students at its five city schools, higher than the city's average.⁹

The advantages of an experienced, highly trained teacher workforce are also incontrovertible. Yet most charter schools, both in New York City and nationally, employ educators on an "at will" basis and experience much higher teacher turnover than traditional public schools. Teacher turnover in and of itself has been shown to hinder academic progress among students.¹⁰

- Teachers in New York City's KIPP and Success Academy networks, the average teacher tenure is approximately four years.¹¹
- District-wide, the rate of teacher turnover in 2011 in charter schools was 30%, as compared to 13% in the city's traditional public schools.

- There was a wide gap in the average principal turnover rates as well. In the charter sector, the average turnover for principals between 2006-2011 was 18.7%, versus 3.6% in district schools.
- In the 2010-2011 school year, 29% of charter school teachers in New York had 3 years or fewer years of experience, compared to 5% of district teachers.¹²

Students benefit from a well-rounded teaching staff that is culturally diverse, and includes both experienced and novice educators who can learn from each other.

- Require charter schools to post their discipline policy online.
- Require charter school policies to include detailed provisions describing under what circumstances the school will use police in the enforcement of discipline or in response to student behavior.
- Require public documentation and reporting of student attrition throughout the school year, including date, reason and disposition. This should include all disciplinary actions (both in- and out-of-school suspensions, and referrals to law enforcement), "voluntary" and "involuntary" exits, and should be disaggregated by race/ethnicity, gender, grade, free and reduced price lunch status as separate categories, disability status and English proficiency status.
- Subject any charter school with a consistently higher rate of suspensions or expulsions to investigation and additional oversight by the Department of Education.
- Require district and charter schools to participate in mandatory public reporting of a wide range of indicators of school conditions and offerings that are reported by district public schools, including class size averages, access to art, music and physical education programs, facility quality and features, availability of advanced curricula, access to staffed school libraries, student attendance.
- Prohibit charter schools from imposing monetary fines on students for violations of the school's discipline code.
- Require charter schools to annually report on their teacher and principal workforce, including years of experience, degrees held and turnover rates.
- Require that charter applications include language of neutrality and non-interference of teachers and school employees' right to unionize and to bargain collectively over working conditions. These rights must include due process rights for all school employees as a condition for receiving and/or renewing a charter.

GOVERNANCE AND TRANSPARENCY

Charter schools in New York State are considered “independent and autonomous *public* schools” [emphasis ours] with powers granted for the “performance of essential public purposes and governmental purposes” of the State of New York.¹³

As public schools, charters must be held to the same standards of representative governance, full transparency and public stewardship as traditional public schools. The New York State Charter Schools Act subjects members of charter school governing boards to local code of ethics and disclosure regulations and requires a great deal of transparency and reporting, but does not speak to representation. There are examples of state laws that do: Minnesota’s charter law requires that within three years of opening, charter governing boards be elected by school staff and parents and include representation from each;¹⁴ the District of Columbia’s charter law requires at least two board members are parents of attending students.

Still, some troubling news stories out of New York’s charter sector suggest that additional requirements and increased compliance monitoring are necessary not only to discourage and quickly thwart malfeasance, but also to strengthen the public’s access to, and trust in chartering as a public good.

- A 2012 investigation uncovered multiple instances of nepotism in New York City charters, including cases where charter boards or administrators hired companies owned by spouses or family members to provide services to the school.¹⁵
- Executive salaries have been in the news as well: According to a report in the *New York Daily News*, the top 16 charter school executives in New York City earn more than the city’s schools chancellor, who oversees more than 1,600 public schools.

The NY State Legislature in 2010 prohibited any *new* charter schools from opened or managed by for-profit education management organizations. But the amendment did not require existing charter schools to discontinue their contracts with those entities. Today, there are four charter schools in New York City managed by Michigan-based National Heritage Academies (NHA), which manages over 70 schools nationally; and as many as eight charter schools that have significant management or services contracts with the for-profit Victory Education Partners. The use of for-profit management organizations nationally has raised multiple concerns about lack of accountability for the use of public funds, and under-cutting educational services or over-charging individual charter schools to maximize shareholder profits. Again, New York has confronted some of these concerns;

- A 2012 Audit by the Office of the State Controller noted that the office was unable to verify how public funds were used by National Heritage Academies. Reviewing the financial report of Brooklyn Excelsior Charter School, managed by NHA, the Controller could not determine whether the \$10 million in public funding that was provided annually to the school was benefiting students. When asked, officials at NHA refused to provide full financial reports, claiming the information was “private and proprietary.”¹⁶
- According to a *New York Post* investigation in 2012, National Heritage Academies leases a building from the Roman Catholic Diocese of Brooklyn for approximately \$264,000 per year and then rents it to Brooklyn Dreams Charter School in Kensington, which NHA manages, for \$2.76 million annually. Another NHA-managed school, Brooklyn Excelsior, pays over \$3 million *per year* for rent – nearly 30% of the school’s entire budget—on a building that was purchased by NHA in 2004 for just over that amount.¹⁷

It is incumbent upon the leadership of New York City to ensure that charter schools are fully accountable to the communities in which they operate, and the families they serve. Requiring representative gover-

nance, full transparency (for operators, governing boards and management companies) and eliminating all sub-contracts for full school management with for-profit entities would begin movement in the right direction.

- Require charter school to report student enrollment disaggregated by race/ethnicity, gender, grade, free and reduced price lunch status as separate categories, disability status and English proficiency status.
- Require parent and teacher representation as voting members of all charter school governing boards.
- Require charter schools to create building-based school leadership teams with parent, teachers and staff representation, as New York City traditional public schools must do. These teams not only increase parent engagement in school programs, but create an additional layer of accountability for proper management.
- Minutes from charter school governing board meetings, school policies, and information about staff, instructional strategies, curriculum, school rules and discipline codes should be available on every charter school's website.
- CEO and other leadership salaries and benefit packages at all charter schools and networks should be publicly disclosed on the school's website as well as by the DOE.
- Require all management companies, whether for-profit or non-profit, to fully disclose all financial information related to their use of public dollars for management of any charter schools in the City of New York.
- Require all charter schools to post details on any contracts over \$5,000 with any external corporate entity, for-profit or non-profit, on the school's website.
- Require charter school governing boards to fully comply with the state's competitive contracting practices for any contracts over \$5,000.
- Require that charter schools phase out existing contracts with for-profit corporate management companies.
- Require the DOE and charter schools to publicly identify the owners of any non-public property used to house a charter school, along with documentation of the rent amount paid, to whom payments are made and verification that there are no conflicts of interest between the school and the holder of the property.
- Charter school financial documents should be made available to the public annually on the authorizer's website. These documents should include detailed information about the use of both public and private funds by the school and its management entities.

FACILITIES

New York City has by far the highest incidence of co-location of traditional public and public charter schools in the country. About two-thirds of charter schools in New York City (115 out of 183) are co-located, as are the same percentage of traditional public schools.

There are several well-known concerns about co-locations in New York and elsewhere. First is the question of who bears the cost. Before 2014, state education law allowed districts to provide space to charters “at-cost” but co-located charters did not pay any fees or rent to the DOE. They did not share the costs of maintenance of the building and grounds, janitorial, security or other services that the co-located district public schools funded from their budgets throughout the building.

The changes in state law passed in March 2014 require the New York City DOE to either provide co-located space to new or expanding charters, or to subsidize their rent for private space, to a cost of up to \$40 million. After the city spends \$40 million, they are then responsible for 40% of all future facilities costs required under the law. The city is therefore now definitively obligated to cover the costs of facilities for charter schools—a substantial shouldering of costs for the DOE and the city. These funds come from funds that would otherwise support students in traditional public schools.

The second concern about co-location is fairness and equity. Co-location agreements are reached between the DOE and the charters themselves. The DOE is responsible for maintaining an “under-utilized space memorandum,” which lists school buildings that the DOE believes have enough space for a charter to co-locate. Calculations of space are made through use of the “Blue Book,” which prescribes amounts per pupil that public schools should have.

Parents, principals and teachers have challenged the formula used by the “Blue Book,” and stories abound of charter schools pushing their host schools in to smaller and smaller spaces, squeezing growing school populations into shrinking space. Additionally, because many charter schools receive very significant amounts of private funding to which the traditional public schools have less access, there is the concern that students in traditional public schools that are co-located with well-resourced charters, are confronted daily with vast disparities in resources, materials and equipment.

All public schools need safe and secure buildings with enough space for a full range of program offerings, small spaces for pull-out and one-on-one work with students, adequate school libraries, science labs, gym and athletic facilities and more. The challenge for city leadership is ensuring that charter schools have

- The State should provide a significant increase in capital and facilities funding to the New York City Public Schools, to ensure that all school buildings are updated and fully resourced, and to eliminate over-crowding, particularly in co-located schools.
- Co-location decisions should include review of the full financial resources of the charter school requesting space, including the availability of private funding, the school's use of funds and its relationship with any management company. Schools with significant private resources should be required to make payments-in-lieu-of-rent contributions to help balance the resources of the co-located schools.
- Through the current Blue Book Working Groups and the School Space Working Group, conduct a thorough revision of the process for calculating the amount of space available in district school buildings.
- Require consultation and engagement with parents, educators and community members from both traditional public schools and charter schools for any decision to co-locate a charter school within an existing public school facility.

access to the space they need, but also that students in traditional public schools are not being squeezed into insufficient space, confronted with absurd inequities in resources and pushed out of schools that are neighborhood institutions.

CONCLUSIONS

New York City taxpayers support public schools by paying their taxes, sending their children to them, and welcoming them as part of the community. That goes for both traditional public, and public charter schools. Like families all across the country, they trust these schools to offer high quality educational services, provide a safe environment, and good stewardship of their public funding.

The ability of New York's public charter schools to innovate and operate autonomously from the Department of Education will be enhanced by common sense regulation designed to ensure that the city's public charter schools are governed openly and honestly, and that they are serving a cross-section of the city's students.

ENDNOTES

- ¹ Source: <http://dashboard.publiccharters.org/dashboard/students/page/overview/year/2013>
- ² Source: National Alliance for Public Charter Schools 2014 Report, *Estimated Number of Public Charter Schools & Students, 2013-2014*. www.publiccharters.org/wpcontent/uploads/2014/02/New-and-Closed-Report-February-20141.pdf
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FOR THE RECORD

My name is Mindy Rosier and my school is P.S.811, the Mickey Mantle School and we are a district 75 special needs school within P.S.149. We also have co-located with Success Academy since 2006. I apologize for not being here to testify myself, but as a teacher, I do have a responsibility to my students.

My school serves children with autism, learning disabilities, and emotional and psychiatric disorders in a low income area in Harlem. Over the years Success Academy has stripped away more and more much needed space from our school and our children. In addition to classrooms, we lost a music room, an art room, a library, a science room, and a technology room.

Recently we were in danger of losing even more crucial resources. Additional classrooms, our speech therapy room, our resolution room, and our occupational therapy/physical therapy room would have been gone come September. This is space that is very much needed in order to educate our special needs students. Our site could have closed down. And if we lost this space federal, state, and local laws may have been violated that were put in place to PROTECT these most vulnerable children. I am referring to Section 504 that protects children with disabilities, which was blatantly ignored.

Ms. Moskowitz knows our school very well and she has continually shown her disregard and lack of compassion. Mayor de Blasio has shown that he does in fact care about our school, doing his best to save it and helping us to win this battle.

Now, over the years, my coworkers and I have witnessed many things. First of all there is an air about Success Academy. Our teachers are looked down upon by many of their teachers and they look down upon our students. A student from my school who needed to take a walk with his teacher because he was having some difficulties, couldn't understand way our crowded hallways filled with Success Academy students wouldn't make way for them. He looked up at his teacher and said, "Why she no move (in reference to their teacher), I said 'excuse me?'" Another time our autism classes were outside in the playground during their scheduled time. Success Academy, did not announce to our school that they had an early dismissal that day and students streamed out through the playground to the exit. Our teachers rounded up their students as fast as they could. Once child in particular, who displays common attributes of autism, was made fun of quite cruelly in front of the charter school parents and teachers. They did nothing but stand by. This could have been a

teachable moment, but instead by doing nothing, that behavior was shown to be acceptable to the charter students. Our teachers were very upset by this. Bullying is NEVER ok.

I also want to mention that Success Academy often expects special privileges during fire drills. When we have them, everyone needs to exit the building. Sometimes they feel the rules do not apply to them and when they do exit the building, they do so so quickly and in disregard to our students, creating dangerous situations for our students. When those buildings a few blocks away had that explosion and collapse recently, our building was put in a soft lockdown for everyone's safety. They requested it to be lifted just for them. They were denied, but seem mystified that the rules do not apply to them as well. Another special privilege they have is that most if not all of their teachers have keys to our building. My school has none. If the door is locked, we have to pound on the door until someone opens it or go all the way around to the entrance around the corner to get in. While we are on the subject of special privileges, the parents think they have a right to it as well. Just last week, a Success Academy parent physically attacked our buildings crossing guard. The reason? She was asked to please move her car because it was blocking the buses trying to unload our special needs students. This unnecessary violence was witnessed by all the students on the buses and anyone else that was around. They saw that crossing guard be taken away by an ambulance and that parent be taken away in handcuffs. Why do my students need to see this before breakfast, especially when so many of them come from difficult home situations? Finally, besides closing their schools twice to protest, Success Academy had an early dismissal last Friday as a treat for those 3rd graders who took the Math Test. My students struggled so much with those tests, and we did all we could to help them keep it together. I am sure our students would have loved an early dismissal too. There is so many more stories I could share about the unfairness that goes on but I understand we are under a time constraint right now.

I will end with this: the original purpose of charter schools was to enrich the schools they co-locate with. This has never happened. They were asked to help out and to share their methodologies and they flatly refused. While my school and the other schools in our building make do with what we have, we know that while we struggle, they have fancy bathrooms, a dance room, a block room, and a karate room, and they have proven to us over and over again, that what they have is never enough. Last week they received almost eight million dollars at the fundraising gala they threw at Cipriani's restaurant, with Jeb Bush as their keynote speaker. Will these

donations help the students the charter co-locates with? No, not one penny. Yet Ms. Moskowitz claims they can't afford to pay rent. They have taught their students that if you bully a school long enough, that you can get your way. This needs to stop!!! Mayor de Blasio was right during the election; this is a Tale of Two Cities, in more ways than one.

We need people to listen to us. I am testifying because I am passionate about my school. My coworkers and I are very hardworking, dedicated, and caring teachers. We are NOT in it for the paycheck. We are not lazy, tenured union lackeys. We just want what's right. We want to protect our kids. Special needs children have rights too, even if they don't have deep-pocketed benefactors to plead their case on television. It is obvious to any who care to look that education in this city is separate and unequal, and that needs to end now.

Thank you for your time,

Mindy Rosier
Proud Special Educational Teacher

Zakiyah Ansari

Testimony City Council Charter hearing

May 6th, 2014

Good Afternoon My name is Zakiyah Ansari I am the Advocacy Director for the Alliance for Quality Education, I am a mother of 8 and grandmother of 3. I've testified before City Council more times that I care to remember but every time it is worth it and this time is no different.

Recent report released today by the Annenberg Institute for School Reform entitled Public Accountability for Charter Schools: Common Sense Regulation and Oversight for the Future lays out recommendations that AQE is urging the Mayor, Department of Education, City Council, Governor and State legislature to implement. As the report acknowledges, "this is not to hamstring charter schools or impede their ability to innovate and educate. They believe these policy suggestions would strengthen them."

- Report student enrollment data disaggregated by race/ethnicity, gender grade, free and reduced price lunch status, disability status and English proficiency status.
- Disclose all financial resources before requesting space or a co-location, including the availability of private funding, the school's use of funds and its relationship with any management company. Schools with significant private resources should be required to make payment-in-lieu-of-rent contributions to help balance the resources of the co-located schools;
- Add to their disciplinary policies detailed provisions describing under what circumstances the school will use local police in the enforcement of discipline or in response to student behavior;
- Monitor charter school enrollment and retention practices through uniform and consistent data requirements to ensure that charter schools are enrolling a proportionate share of students across sub-groups

Haven't we learned from the 2008 Wall Street collapse that threw our country in a free fall real fast? After years of constant de-regulation and lack of oversight it was inevitable for something like that to happen and now we have hundreds of millions of dollars being handed over to anyone who can fill out an application with no oversight. Another report released yesterday by Center for Popular Democracy and Integrity in Education, focused on 15 large charter markets across the country and found fraud, waste and abuse cases to the sum of over \$100M in tax payer dollars. Who suffers? Our children!

If we are to reach educational excellence we must heed the warnings in both these reports but more importantly implement the recommendations. We cannot afford to have another dime of our tax payers dollars lost or to continue this separate and unequal system that has been created.

There are those like Governor Cuomo and Michelle Rhee whose rhetoric would have you think that public education is a lost cause and those that fight for its existence the parents, students and educators support failure. This is what I say to that:

We fight for public education because we absolutely, unequivocally believe in ensuring that it stays public, but more importantly we fight for our vision of what we know it can and should be for all

students, especially for our most neediest populations children with disabilities, English Learners, those living in poverty and Black and Latino students.

One where our children learn in a school building everyday feeling safe and respected free of harsh discipline policies, where equity is the rule not the exception, where art, music, Advanced Placements courses and enrichment are part of every child's school day, where teachers and staff feel appreciated and provided with ongoing meaningful PD to help them hone their craft and where parents and community are at the table and valued. I believe we are on the right path with implementation of Community Schools and Pre-k for all.

I pushback because I respect and value the lives lost and the bloodshed by those before me who sacrificed for the right for me, my children and grandchildren and anyone that looks like me to have a quality education. It will not be in vain.

Let's be clear those that don't want accountability and say we just don't like charters are the same 1% of the 1% who pushes to rid us of other historic civil and human rights legislation and policies that even try to level the playing field.

The push for Voter id laws- This is an attempt to silence the very communities most impacted by these often backwards legislation being pushed and written by the same 1% who fund organizations like American Legislation Exchange Council who lobby for "Stand your Grounds" legislation.

Or maybe it's the big money that lobbied the

Supreme to court rule that corporations are people—They opened the door that allowed Governor Cuomo and State legislature to pass an unprecedented charter legislation which takes mayoral control away from the Mayor and puts it into the hands of those who crashed the market and profit from de-regulation of almost anything.

Overturning affirmative action laws, and the push for vouchers and the expansion of even more charters without any overwhelming proof of their success or accountability threw oversight.

All done in the disingenuous message privatizer's throw out of education being the civil rights issue of our time, when we are more separate and unequal, 60 years after Brown v Board

We must make the connections and really understand what we are up against. The whole country is watching what we do. That is why we saw \$5 million in ads to hijack the state budget conversations in a month.

New York City MUST be the leaders. We must protect anymore of our children from becoming collateral damage. Both reports that I acknowledge in my testimony have concrete examples of the pain and suffering inflicted on our children, families and communities. No more!

The best choice for any parent is quality neighborhood schools in every community. Charters aren't going anywhere but they still must be held accountable it is our obligation to the children of New York City to watch over them.

Morty Ballen, CEO & Founder, Explore Schools

**Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and
Intro 0012-2014**

Tuesday, May 6, 2014

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Morty Ballen and I am the Founder and CEO of Explore Schools, a network of public charter schools serving 1,600 students in central Brooklyn. Thank you for the opportunity to present testimony today.

I started teaching in 1992 as a Teach for America corps member in Baker, Louisiana. I also spent 4 years teaching in South Africa and here in New York City. After seeing the lack of high-quality public education options for families during my time in our city's traditional public schools, I decided to pursue my principal's license so I could open a school of my own.

Two of my deepest values in opening Explore Charter School in 2002 were to go deep in one community in Brooklyn and to serve the same exact students as the traditional public schools in that community. I sought freedoms around human capital and resources to bring innovation to the school – I never wanted freedom to serve a different set of students. Explore's K-8 model and its mission – to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school – hinge our belief that building strong relationships with students and their families over the nine years they attend our schools sets them up for success in competitive high schools, college, and beyond.

These values – working closely with one community and serving *all* students, regardless of the challenges – remain at the core of Explore Schools today. In 2009, with more than 3,000 families on Explore's waitlist, I recognized the need for more quality public education options in central Brooklyn and

founded Explore Schools as a charter management organization with a mission to support a network of K-8 schools that provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

We now have four schools serving more than 1,600 students and are chartered for two future schools. Our first class of 8th graders graduated in 2008 – they are now sophomores in competitive colleges locally and across the country. They are bucking a persistent and unacceptable trend among our most disadvantaged students of failing to graduate college.

Our student body is comprised of the most at-risk children in central Brooklyn, with more than 80% eligible for free or reduced-price lunch. 98% of our students are Black or Hispanic, and our approach is at once highly inclusive and individually attentive. We did not launch Explore to cream the crop or to serve only the traditional high performers. With a random lottery system, that's not even possible. Rather, we address the individual needs and personal challenges of each student – enhancing their strengths and striving for incremental yet highly sustainable improvements in their learning, knowledge retention and problem solving.

17% of our students at our schools have special needs – a percentage that matches the special education percentage in the districts where we operate. Two of our schools feature a 12:1:1 special education setting, which provides an intimate class structure and specialized curriculum for students who require a highly-restrictive special education setting. For context, about 39%, or 29 out of 75 schools in District 17, offer a similar format.

In addition to offering specialized services and accommodations for our special education students, we are striving to increase the number of English Language Learners we serve by including a set-aside preference for ELLs in our kindergarten lotteries.

As a testament to our focus on all of our students' needs and a steadfast commitment to both academic excellence and to our mission, 100% of our students in the 8th grade Class of 2014 have been accepted to prestigious public, private and parochial high schools, with 89% accepted to their top 2 choices. This year, an Explore 8th grader was one of only 7 African-American students citywide accepted to Stuyvesant High School. We're proud of that student's accomplishment, but as a city, we've got to do better than "7" for our neediest students.

I want to close my testimony by emphasizing a core value that I mentioned earlier: collaboration. It is in the spirit of collaboration, transparency, an open discourse and working together – with the educators, parents and civic leaders – that we are able to effectively address and service the needs of all our students. We strive for and promote collaboration at each individual campus and across all sectors, fostering positive co-locations that benefit all students. Just recently we had the Chancellor visit one of our schools, Exceed, to hear from the principals on best practices regarding the creation of open, positive and mutually beneficial environments. We have also launched a series of school leadership roundtables to foster discussion among practitioners across different schools to support the school leaders and principals in their work. To date, we've hosted 65 school leaders from both traditional district schools and charter schools at these roundtables. Their collective impact reaches 24,000 students across the city.

Far too often, the rhetoric surrounding public education in the city is divisive when in fact there is very promising work taking place on the ground between and among all kinds of schools. Whether they work in a traditional district school or a charter school, great educators are most interested in finding ways to help their students succeed. We don't care about headlines. We care about results. I encourage you as elected leaders of this city to not get bogged down in the rhetoric. While there are certainly legitimate debates to be had over the best approaches to educating our kids, we all need to figure out how to play in the same sandbox. What example are we setting for our students if we can't

do that? I encourage you to come visit our schools and many others where there is so much to learn from and to celebrate.

I thank you again for this opportunity to testify today and welcome any questions you may have about the Explore Schools or charter schools in general.

Miriam Nunberg
Founding Co-Executive Director
Linda Rosenbury
Founding Principal



Susan Tenner
Founding Co-executive Director
Christine Kang
Founding Director of Operations

Miriam Nunberg
Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and Intro 0012-2014
Tuesday, May 6, 2014

Intro

Good afternoon, Chairman Dromm and members of the New York City Council-Committee on Education. My name is Miriam Nunberg and I am the Founding Co-Executive Director of the year-old Brooklyn Urban Garden Charter School (aka BUGS). Thank you for the opportunity to present testimony today.

I am a former special education teacher and civil rights attorney. In starting BUGS I brought the perspective of having taught children with disabilities from gang-ridden neighborhoods of Boston, and having worked for 14 years to enforce civil rights laws in public schools for the U.S. Department of Education. The students I encountered in both these settings informed the design of BUGS, and placed a commitment to student equity front and center in the process.

BUGS's Grassroots Origins and Commitment to Student Equity

We founded BUGS as a much-needed additional middle school option in District 15, where I live and my children attend public school. District 15 is a "choice" district, where 10 year olds compete for too few middle school spots in a protracted and stressful process (that as a former civil rights attorney I can't help but note also results in a disproportionate number of white students accepted into the higher performing schools). Countless district parents and educators volunteered in ways big and small to build an innovative, progressive school that would expand the local middle school offerings. The bulk of our talented planning team remains on our Board to this day, and is comprised mostly of local parents with expertise in the many complex fields required to run a successful

school. We are completely independent from any charter management organization or big financial interest.

In designing BUGS, we felt it crucial to welcome equally immigrants from Sunset Park and residents of the Red Hook Houses alongside more privileged students from brownstone neighborhoods. All of those groups are represented in our district and at BUGS, where this year our student body is 28% Latino, 6% Asian, 38% African-American and 16% white. 20% of our students receive special education services and approximately 50% receive Free or Reduced Price Lunch.

As a charter, we are required by law to accept students via a completely random lottery, with priority given only to district residents. In fact, our lottery process is so strict that when my own son applied for next year, he ranked 360 out of 366 in-district applicants for 120 seats. As sad as that was for us, I believe strongly that a lottery is the fairest means of selecting students. As a parent of a fifth grader, I can say that it is much less stressful, especially on the children, to know the selection was the result of luck, rather than the interviews, auditions or grades from past years utilized by the selective schools.

Knowing that our lottery would yield a wide range of students, our founding team designed an academic program where students of all backgrounds and abilities are integrated and learn from one another via interdisciplinary, project-based learning. Our focus on education for sustainability is a springboard for bringing together our vastly different students, who have spent this year collaborating to build a garden and to design and implement composting and recycling systems in our building. Such hands-on projects compel them to work together to solve real problems and produce tangible results.

To support our high number of students with disabilities, BUGS also has a strong special education program, designed largely by a Board member who is a professor of special education at Brooklyn College. Our students with disabilities are well served by our experienced special education faculty,

ICT classes, related service providers, and our "Learning Lab," that provides additional instruction to students below grade level.

Another way BUGS has committed to equity is through our student Code of Conduct. In my years enforcing civil rights laws, I often encountered African-American and Latino students being suspended for minor infractions and thus potentially becoming part of the so-called "school-to-prison pipeline." As a result, the BUGS discipline code is based on one developed by the Advancement Project, a national leader in equitable school discipline. Our code strictly limits the use of suspensions and expulsions, and takes a restorative justice and skills building approach to responding to student misbehavior. The code also requires us to periodically disaggregate our discipline data by race and ethnicity so as best to ensure the equitable administration of discipline.

On a separate note, since we started this school to create additional middle school seats in District 15, we were committed to remaining in the District despite its notoriously difficult real estate situation and our very lean budget. DOE space was not an option, so we ended up renting at a high cost to our program from the Bishop Ford Catholic High School, which as many of you know, suddenly announced its intent to close at the end of June. Although we have been assured that we will not have to move when the school closes, this situation only adds to our administrative burden and highlights the need for a stable facilities solution for charters.

In concluding, I hope I have given you a flavor of the values that have guided us in the founding and growing of the Brooklyn Urban Garden Charter School, a truly grassroots project that strives to serve a population of students that looks like the incredibly diverse and vibrant city of Brooklyn with a deep commitment to equity, compassion, and sustainability in all its facets. Thank you.

City Council Testimony

Good morning, Chairman Dromm and members of the New York City Council Committee on Education. My name is Barbara Martinez and I am the Chief External Officer of Uncommon Schools. Thank you for the opportunity to present testimony today.

We are a high performing charter school management organization that operates in three states, including New York. We have 20 schools in New York City—all of them in Brooklyn. We have over 5,000 students and over 500 teachers and more than 100 support staff members.

We are in neighborhoods in Central Brooklyn, mostly in Bed Stuy, Brownsville, Crown Heights and Ocean Hill. We have one school in Williamsburg and now a couple of schools in Canarsie.

Whether it is working hard to have positive colocations, making an impact on our community or sharing best teaching practices, Uncommon Schools takes our responsibility to the neighborhood and the public school system as a whole very seriously.

Of course, our first mission is to educate our students. We are particularly proud of our ability to catch students up and propel them forward. Our first 12th grade class graduated in June and 100% of them enrolled in college and are currently in college. Many of them came to us in 5th grade reading and doing math on a 1st grade level and not even thinking that college was in their future.

How did we turn that around for them?

Longer school day and year. If you want to get better at something, no matter what that is, the more time you have to work on it the better you will be.

As important, though we support our teachers. Uncommon is known as one of the best places in the country for a teacher to get really good at teaching. Why? Every teacher gets a coach that spends time in his or her classroom and the coach and the teacher work together on how to get better—how to reach all kids and help all kids learn. This is why last year we had over 6,000 teachers apply for only 378 teacher spots. Teachers across the country know that our schools support them in their craft and are invested in their success and satisfaction.

For our kids to do well in college, we must provide rigorous lessons that are also joyful. So if and when you come to any of our schools, which we hope you will, you're going to see a lot of happy faces. For instance, six weeks ago, you may have seen us on the news as we celebrated Pi Day. We have a school wide game that the students who learn the most digits of pi get to throw a pie in their

teachers face. You wouldn't believe how many kids try to win this award. This year's winner memorized over 100 digits of pi and it was covered on TV and by local newspapers.

We do all this, by the way on the public dollar. It is Uncommon's mission to operate mature schools solely on the per pupil amount. So, we take donations for schools that are growing or are new, because it's so costly to open a new school. But once our schools have all of their grades, we take zero philanthropic funds. Our point in doing that is this: providing a high quality education to low-income students is doable on the funds that are currently available.

I want to spend a moment talking about our co-locations, which I know is a topic as important to you as it is to us. I want you to know that our school leaders—every single one of them—work really hard to have positive co-location relationships with their district partners. And I can tell you that in almost every single one of our co-locations, we do have a positive relationship, and I encourage each of you to come see where it's working really well. We would love to show you.

Take for example, Williamsburg Collegiate Charter School. Our 7th and 8th graders are “homework buddies” to PS 16 students elementary downstairs. On many occasions, PS 16 has invited our students to perform in their schoolwide performances and vice versa. In fact, they shared Pi Day in March. At Leadership Prep Canarsie, our Kindergartners are read to by the 8th graders on the Honor Roll at I.S. 211, which whom we share the building.

At Bed-Sty-Collegiate, we partnered with PS 267 for a Kaboom project. If you don't know what that is, that's a one-day build of a playground in a previously distressed, empty lot. Both schools and a third school, another charter school, got together to organize the community to plan, design and build what is now a beautiful playground next to PS 267. That's a big project, and they worked on that together as partners, because that's what they are.

We also work hard to codify what we know works in classrooms so that we can disseminate it. In the past year we have provided free professional development to hundreds of district teachers and principals who have attended our workshops. Our number one partners in those efforts are our co-located schools.

We often hear people say “charter schools were meant to be incubators of innovative teaching techniques that then get disseminated to other schools, but that hasn't happened.” Well, Uncommon is doing its part to make sure that happens. Last year we applied for a grant from the state education department so that we could disseminate some of these very techniques that have been developed in our schools. We won the grant, and to date we have partnered with 150 district school teachers and principals to share these best practices.

I'm happy to take your questions.

**Tiffany Liston, Chief Operating Officer, Public Prep Network
Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and Intro-0012-2014**

Tuesday, May 6, 2014

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Tiffany Liston and I am the Chief Operating Officer of Public Prep Network, which supports Girls Prep Lower East Side (LES), Girls Prep Bronx and the soon to be opened Boys Prep Bronx. Thank you for the opportunity to present testimony today.

Public Prep is the first and only non-profit organization in New York City exclusively focused on single-sex elementary and middle public schools in grades K-8. We are determined to achieve our goal to graduate eighth grade students who are on a predictive path to be accepted into high-performing public and private high schools, and ultimately graduate from a four-year university.

Like everyone here today, our ultimate goal is to provide New York City students with an excellent public school education. In September 2005, Girls Prep LES opened as the *first* all-girls, tuition-free public charter school in New York City. Girls Prep LES was founded on the simple idea that every parent, regardless of race, income level or zip code, should have the power to choose a great public school for his or her daughter. If that parent wanted his or her daughter to experience a rigorous, *single-gender* environment – particularly in early childhood and middle school, then he or she should have the option to do that.

With increased demand for public single-sex options and burgeoning wait lists, we currently operate Girls Prep LES Elementary and Middle schools and Girls Prep Bronx Elementary, which opened in 2009 in the Longwood section of the South Bronx. This August, in addition to Girls Prep Bronx Middle school, we are also opening Boys Prep Bronx Elementary in the South Bronx to provide the young boys in our community with an excellent single-sex option. We have also applied to the Department of Education to open high-quality Pre-K for our four years in the South Bronx to open in fall 2014. Soon we will be serving over 1,200 families, the majority of which are non-white and low income – and we take our responsibility to each and every student very seriously.

We also take our responsibility to our community, and our relationships with the schools in which we are co-located very seriously. Our principals and leadership teams work very hard to have positive and

impactful relationships with our co-located principals. The students in our building are public school students from the same community; we are all neighbors and it is critical that we work together for all students. In addition to meeting at least monthly regarding safety, shared space and other relevant day to day issues, our schools have forged several joint initiatives that we are proud of.

For example, in our Lower East Side elementary school, our third graders are currently participating in a 12-week Inclusion Arts Residency with one of our co-located schools, P94 – a district 75 school mostly serving students with autism, among other learning disabilities. The students have been meeting weekly and are working on a mural that will be displayed in our building at the end of the year. In our Lower East Side middle school, the Girls Prep and East Side Community High School students share a garden club with an opening day ribbon cutting ceremony; and the teachers sit on inter-school roundtables where they share critical resources such as curricular units, oral presentations rubrics and discuss the rigors of the Common Core. These are just a few of the collaborations we have prioritized.

We believe that while the *process* for co-locating public schools – charter schools, magnet schools, and traditional public schools with each other – is certainly relevant, our *experience* has been that co-location itself can be very meaningful when relationships among school leaders are built, nourished, respected and sustained. We are constantly thinking through how to increase and strengthen alliances with our co-located schools, as we are all in this – first and foremost – to educate students.

In addition to cooperating with our neighbor schools, I also want to stress the importance of cooperating with, being a part of, and being completely transparent with our larger communities. We are public schools and we are publicly accountable. We have been evaluated by the Board of Education via our report cards (all of our schools have received “A”s), and we hold public lotteries. Across all of our schools, about 5 students apply for every 1 seat, and at our Bronx school – where strong options are even more scarce – the ratio is even higher: this year, we received 1,587 applications for just 72 seats. As you know, over 50,000 children currently sit on waiting lists for charter schools across New York City. It is heartbreaking to have to turn away any families at all – but the reason why we are all working so hard is to provide excellent choices to as many families as we can. And we should be held accountable to that responsibility.

We are indeed accountable. We are annually audited by SUNY, our authorizer, which evaluates the strengths and weaknesses of our academic and operational programs; we engage in annual fiscal audits, all of which are available to the public upon request, along with all of our written policies, procedures, charter contracts, and Board of Trustee meeting minutes; all of our board meetings are open to the public. Perhaps most importantly, our lesson plans and curricula are available and often posted on

site at our schools. The dialogue about what is going on in our classrooms is collaborative and transparent.

As many of my colleagues will acknowledge, while the co-location process can certainly be improved upon, the resolutions at issue today will certainly ~~be~~^{encourage} excellent options for several – mostly low income – students across New York City. We believe that co-locations have the ability to be powerful tools in creating inter-school partnerships with shared resources and shared goals.

I'm happy to take your questions.

Aristy-

Miriam Aristy-Farer

CEC6 parent at PS 314 collocated school

FOR THE RECORD

CEC 6 president , in Favor of intro 12

"Wisdom isn't taught in school.

The American education system seeks to transmit knowledge, not wisdom. Especially in kindergarten and elementary school, Staudinger said, the focus is not on learning mindfulness or discussing what constitutes good judgment. While reading, writing, math and other subjects is important, Staudinger said, we should also be teaching young people how to navigate their lives. As it is, she said, "that's left very much to the individual."

Hello My name is Miriam Aristy-Farer. I am a parent of 2 living in Northern Manhattan's D6. I serve the community I was born in because it is a privilege to be able to raise my children blocks from where I was born and my Parents' American Dream began. That is why I am here. Some things matter that have no value but have moral value. Something our education system has lacked. Moral value. The system that with the approval from our Gov divides us further rather than unite us. Not what we should be teaching children.

Here are some facts about, community D6 which I am also CEC president of.

we have over 12 co-located schools, some holding up to 3 schools All taking extra space for administrative offices, copy rooms etc..in efficient if you really start to analyze this practice. It is become normal not just for public schools but for charters to feed children lunch at 10-11am. Again we have lost moral value here to gain what? oh space & efficiency.

My 9 year old attends a co-located school Ps 314, one of the top small progressive schools in D6 because it is a real community, where children are nurtured respected and their personal thought valued. Yet they have no science space and have to come up with "creative" ways to make sure my child has adequate fitness time. It broken up in a series of moments rather than 1 hour long game or activity, which if you ask any doctor is where benefits of physical fitness activity start to happen. But wait as a way to combat this I an bring my kid to school at 7a.m 2 days a week to get that hour long. Again we have lost our way on purpose of education when we banded what is a right. This same wonderful school lacks real science, I mean they have no science lab and kids who like my son are builders and tinkers, a term which is part of this generations future tech gaming and building—they have non place for it. My son who has very real LD gets services based on when the room is free not when he needs it, a whole schools has 1 room to service kids with LD, 1 at a time.

What I also want to share info about the school he started his education in PS 153 complete opposite of PS 314. a large traditional D6 school. In about 3rd grade I used my right and power of CHOICE to try out another Public school. When we started at 152 it was sited for a co-location in 3 years inside the schools I watched

- the school in 1 year lose 12 classrooms and 2 million in its operating budget with no drop in enrollment. I lived a school focussed on its children shift its focus of excellence to a focus of survival. After all they were told to do more with less by the same Gov. who is now also telling us that Charters should get more than Publics.
- 5 years into the co-location of PS 153 and Hamilton Heights another public schools has taken 2 great schools and destroyed them. parents unaware of what was going on have since then rather than focus on getting the school back to what is was to blaming the principal for everything

Miriam Hristy-Tarey
CEC 6 president

PP2

from Human rights violations to not providing the students ESL, unknowing that the school is operating with 20 less classrooms and 5 million less in its budget than 4 years ago. I watched the school slowly lose its arts programming and its focus. Hard to explain to those coming in but its clear the impact of the co-locations destroyed this school. Had it been managed better.

As a CEC our capital plan each year is compiled of asks. I have to say Mott Hall one of the top MS in NYC not just D6 has been asking for a building upgrade for more years than I can track. They have even been sued by parents of student with disabilities for not having a site that is assessable yet when MC HS became vacant rather than give this school which last week one of its 6th grade student placed 2nd in national chess competition, a building, it was given to Success Charter which

- will not serve D6 has no track record of serving ELLs in D6
- if you look at D6 needs you will see parents are asking for a progressive MS not another test prep charter. 7-5om Math and ELA test prep is NOT what parents want in D6. by looking at our K enrollments you will see major shifts on what schools and pedagogy parents are leaning towards in D6. The Success model is not high on their list
- adding to buses to our streets if you bus out of district kids

Another important concern is we are getting a new CTE HS, which community wants and needs co-located inside IS52 a great MS. Why not give this great new CTE a building? Why add it to a site that holds a MS and another HS?

Not a lot of common sense involved in the decision akin it seems and \$ more important than values. There was a more ethical way to assign schools to a community than via a Gov who has never stepped foot in our district. It is very hard for me as a CEC president to accept a chartering our community that come the way Success was announced. No CEC hearing no community input or needs accessed. Simple real estate transaction with no care for the children and families in D6. To ask our community to accept this school is unconscionable especially when in one night last week they raised 7.5 million dollars. D6 is not a wealthy community but it is a mixed income community and for us parents who are living with children in excellent D6 schools with no science space, blotched Physical fitness time while we pay for the arts and sciences and everything else this decision by our Gov was offensive, short sighted and wrong. D6 who bought forth CFE and is still suffering the same ills that initiated the campaign cannot accept a success charter or any school coming into our community this way.

What am I supposed to say to parents whose children are receiving services in hallways, (my own at times) keep supporting our Gov and legislature they are doing right by our kids. HELL NO you all get back to educating NYC kids who are in schools NOW before you sell our communities like market rate property to people who clearly can pay rent. I tell these charters operators STOP stealing from my child and thousands more NYC kids who chose public schools. If you truly care about education you will get back to it and stop using our schools for profit driven agendas. I do not get paid by anyone to write this. The hope I put into my child's future and the future of the children I represent if how I get paid.

D6 does not want Success at Mother Cabrini, the community was not asked, we do not have a need and its clear how corrupt, dirty and disconnected pols are from real education. Pay us what you owe to us via Campaign for Fiscal equity then the conversation on education and who gets what can begin.



Advocates for Children of New York

Protecting every child's right to learn

Testimony to be Delivered to the New York City Council Committee on Education Re: Charter School Management and Accountability

May 6, 2014

Thank you for the opportunity to discuss charter school management and accountability before the Committee. My name is Paulina Davis and I am a staff attorney at Advocates for Children of New York (AFC) where I focus on issues concerning access to and equity in NYC charter schools. For over 40 years, AFC has been working to protect every child's right to learn by promoting access to the best education New York can provide, especially for students of color and students from low-income backgrounds.

We see charter school accountability through the lens of the individual families who call our Helpline seeking assistance with problems at charter schools. During this school year, we have received over 100 calls from charter school families whose children were facing suspension or expulsion or not receiving much needed special education supports and who were unable to resolve these problems on their own.

There is no question that the DOE needs to do substantial work to reduce the overreliance on suspensions in traditional public schools, but at least in those schools, there are uniform procedures governing suspensions. The DOE Chancellor's Regulations describe in detail the due process protections and suspension procedures for traditional public school students. In contrast, each charter school has its own discipline code, which governs the school's system for suspending or expelling students. Sometimes, parents call us because their children are facing suspension or expulsion, and they do not even know where to find a copy of the charter school's discipline code.

The three charter school authorizers, including the DOE, are responsible for ensuring that their respective charter schools have discipline policies that meet the requirements of the law, and we have asked them to uphold this responsibility. However, recently, we analyzed over one-hundred New York City charter school discipline policies and were alarmed by the number of schools failing to provide basic due process protections. For example, when a student is recommended for a suspension of more than five days at a traditional public school, an independent DOE office automatically sends the parent a written notice with information about the parent's rights and an off-site hearing at which the school must prove the charges against the student before a neutral hearing officer. By contrast, more than one quarter of the charter school policies we reviewed do not require the charter school to

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provide parents with any written notice of the suspension, and more than one quarter fail to mention the right to a hearing for long-term suspensions or expulsions. Also, some charter school discipline policies require the decision-maker at a hearing to be the principal or another school staff member already familiar with the incident, instead of a neutral finder of fact. Moreover, nearly half of the charter school policies we reviewed unlawfully authorize suspensions or expulsions for being absent from or late to school. And one quarter of these policies fail to include protections required by federal law when suspending students with disabilities for more than ten days. The DOE offers full-time alternative instruction to students suspended from traditional public schools to keep students on track academically during suspension. Comparatively, more than one third of the policies we reviewed fail to discuss a student's right to alternative instruction when suspended from school. Most of the other policies do not require a charter school to provide more than two hours of instruction per day to students serving suspensions, and we have seen students miss weeks or even months of full-time instruction as a result. We ask the Council to work with the DOE to review all of the discipline policies of the charter schools it authorizes and to direct schools to revise them so that they comport with the law and protect students' rights.

Discipline is just one area in which charter school accountability and oversight need to be improved. Since 2010, state law has required charter schools to recruit, enroll, and retain students who receive free and reduced price lunch, students with disabilities, and English Language Learners in numbers that are comparable to the traditional public schools within their districts. We have yet to see authorizers hold accountable those schools that repeatedly fail to meet recruitment, enrollment, and retention targets and fail to make good faith efforts to do so.

Therefore, AFC supports the Council's bill calling for reports to the DOE on student demographic data for all co-located schools. We ask that the data reported to the DOE for all co-located schools include the total number of suspensions and expulsions each year, disaggregated by length of suspension, race, gender, disability, and English language learner status; as well as the total enrollment and attrition rates each year for students with disabilities and English Language Learners attending the school. In addition, we specifically ask for the following for co-located charter schools: (1) the total number of hearings convened for long-term suspensions and expulsions each year; and (2) the total number of grievances filed against the charter school relating to discipline and special education or language support services each year. Having more information about the students attending charter schools is key to ensuring that these schools are also held accountable for serving their surrounding communities.



Thank you for the opportunity to testify here today. I would be happy to answer any questions you may have.



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On Six Charter School Myths

Testimony before the NYC Council Education Committee

Leonie Haimson, Executive Director, Class Size Matters

May 6, 2014

Thank you, Chair Dromm and members of the City Council Education Committee, for the opportunity to provide testimony on charter schools today. Class Size Matters is a citywide advocacy and research organization, devoted to providing information on the benefits of class size reduction and equitable conditions across all NYC public schools.

In their attempt to justify expansion and take more space and resources from our public schools, the charter school lobby has repeatedly put forward six myths, which I shall show to be untrue.

1. Charter schools are "independently run public schools."

Actually, charter schools are publically funded but governed by private corporate boards, and do NOT have to follow the same laws or rules that public schools do. According to NY state law,

A charter school shall be exempt from all other state and local laws, rules, regulations or policies governing public or private schools, boards of education [and], school districts AND POLITICAL SUBDIVISIONS, including those relating to school personnel and students, except as specifically provided in the school's charter or in this article.¹

Charters are not governed by any democratically elected body, and are able to enact extreme disciplinary policies, and often exhibit high suspension and student attrition rates. As Bruce Baker has written, charters are different from public schools in that:

- They can define the number of enrollment slots they wish to make available
- They can admit students only on an annual basis and do not have to take students mid-year [or in any grade other than they choose]
- They can set academic, behavior and cultural standards that promote exclusion of students via attrition.²

¹ The New York State Charter Schools Act of 1998 (as amended), § 2854, General Requirements, 1B, <http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDNOT2A56+&LIST=LAW+&BROWSER=BROWSER+&TOKEN=09843019+&TARGET=VIEW>. "Political subdivisions" was added to the charter law in this year's budget bill ; see http://assembly.state.ny.us/leg/?default_fld=&bn=A08556&term=2013&Summary=Y&Text=Y

² Bruce D. Baker, "Charter Schools Are... [Public? Private? Neither? Both?]" School Finance 101, May 2, 2012; <http://schoolfinance101.wordpress.com/2012/05/02/charter-schools-are-public-private-neither-both/>

Charter schools have also used their private status to evade federal constitutional and statutory protections for employees and students.³

2. Charter schools educate the same exact kind of students as public schools.

Although this myth has been claimed many times by charter supporters, including Steve Brill in magazine articles and his book, *Class Warfare*, and more recently, Nona Aronowitz at MSNBC, more specifically about Success charters, this has been conclusively contradicted by the data.⁴ Aronowitz writes about Success Academy 1, which shares space with PS 149 and P811, also known as the Mickey Mantle School:

"The demographics of the three schools housed at 41 West 117 Street are virtually identical: nearly all black and Hispanic, with a majority of students eligible for free and reduced lunch."⁵

Yet according to the publicly available statistics gathered by the DOE for their in 2012-2013 school report cards, **PS 149 has nearly double the number of special needs students compared to Success Academy 1: 20.6% compared to 12.6%, and more than four times the number of English Language learners --18.9% compared to only 4.1% at Success Academy.**⁶

In addition, according to DOE's "Economic Need Index" which is a formula that includes the percent of free lunch students, in conjunction with the number who are homeless and/or on public assistance, the economic need of students at PS 149 is sky high, at 0.98, compared to the much lower figure of 0.69 at Success Academy 1.⁷

At P811, also located in the building, 100 percent of students are severely disabled, though figures related to their economic need or English language learner status are unavailable.

The disparity in high needs students is found citywide at charter schools. The NYC Charter Center has admitted that charters enroll fewer students with disabilities and English Language Learners than the districts in which they are located.⁸ Bruce Baker at Rutgers has reported that there are significantly fewer free lunch students at NYC charter schools as well.⁹

³ Preston C. Green III, Bruce Baker, Joseph Oluwole, "Having it Both Ways: How Charter Schools Try to Obtain Funding of Public Schools and the Autonomy of Private Schools," *Emory Law Journal*, Vol. 63, No. 2, 2014, February 22, 2014.

⁴ Leonie Haimson, "Steve Brill's Imperviousness to the Facts," *Huffington Post*, June 6, 2010; http://www.huffingtonpost.com/leonie-haimson/steve-brills-imperviousne_b_602362.html

⁵ Nona Willis Aronowitz, "Shared Space at Heart of New York's Heated Charter School Debate," *NBC News*, April 17, 2014,

⁶ New York City Department of Education, *2012-2013 Progress Report for Elementary/Middle Schools*, December 19, 2013, http://schools.nyc.gov/NR/ronlyres/1550033E-3F15-4746-BD1A-DF3364721785/0/2012_2013_EMS_PR_Results_2013_12_19.xlsx.

⁷ New York City Department of Education, *Educator Guide, New York City Progress Reports Elementary/Middle/K-8 2012-13*, http://schools.nyc.gov/NR/ronlyres/7B6EEB8B-D0E8-432B-9BF6-3E374958EA70/0/EducatorGuide_EMS_20131118.pdf.

⁸ NYC Charter School Center, *The State of the NYC Charter School Sector*, 2012; <http://c4258751.r51.cf2.rackcdn.com/state-of-the-sector-2012.pdf>

⁹ Bruce Baker, "What does the New York City Charter School Study from CREDO really tell us?" *School Finance 101*, February 25, 2013; "Here, we see that compared to same grade level schools in the same borough, NYC charters have in many groups, 10% to 20% fewer children qualifying for free lunch (<130% income level for poverty), even if they appear to have comparable shares qualifying for free or reduced price lunch (<185% income level for poverty). These groups are substantively different in terms of their educational outcomes." <http://schoolfinance101.wordpress.com/2013/02/25/what-does-the-new-york-city-charter-school-study-from-credo-really-tell-us/>

3. *Charters receive less public funding than district schools.*

This is untrue, at least as regards NYC charter schools. As the NYC Independent Budget Office pointed out in 2011, the two thirds of NYC charters that are co-located receive MORE per pupil public funding than public schools when their free space and services is taken into account.¹⁰

Yet the IBO analysis actually underestimated the inequities in public funding for charters vs. public schools, as it did not include the fact that while NYC public school budgets are tied to student need through the “fair student funding” formula – including the number of children in poverty, with disabilities and/or English language learners – the charter school aid formula is not. This means as charters enroll fewer of these students, their public funding is even more unfair. Given their lower percentage of high needs students, NYC charter schools should receive approximately \$2,500 less in per pupil aid, but in fact receive more.¹¹ Charter students are also twice as likely to receive free busing paid for by the DOE, another factor that was left out of this IBO analysis.¹²

The large disparity in public support will grow even greater with the boost in per student charter funding in the new state budget, and the guarantee of free space for all new and expanding charters moving forward, which has sparked a “gold rush” for companies applying for the 73 new charter slots going forward, as yesterday’s Daily News pointed out.¹³ Not only will any of these schools be guaranteed free space at city expense, but any of the existing nearly 200 charters that are allowed by the state to expand to new grade levels will by law receive space paid for by the city as well.

Of course these inequities do not begin to touch on the even larger disparity in private funding. Studies show that many of the NYC charter chains receive substantially more than similar district schools in privately raised funds, up to \$4000 per pupil or more.¹⁴ The Success Academy chain is estimated to have a surplus of at least \$30 million, and two weeks ago raised \$7.75 million in just one night.¹⁵

These additional resources, both privately and publicly funded, allow many charters to offer smaller classes, a longer school day, and other programs and services denied NYC public school students.

4. *Charter schools get higher test scores because of the superior quality of education they provide.*

¹⁰ New York City Independent Budget Office, “Charter Schools Housed in the City’s School Buildings Get More Public Funding than Traditional Public Schools,” February 15, 2011, <http://ibo.nyc.ny.us/cgi-park/?p=272>.

¹¹ Bruce D. Baker and R. Ferris, *Adding Up the Spending: Fiscal Disparities and Philanthropy among NYC Charter Schools*; National Education Policy Center, 2011; <http://nepc.colorado.edu/files/NEPC-NYCharter-Baker-Ferris.pdf>

¹² Juan Gonzalez, “Mayor Bloomberg should stop blaming bus workers for the strike and look for creative solutions,” *Daily News*, January 17, 2013. About 20% of charter school students receive busing paid for by the city, compared to 9% of public school students.

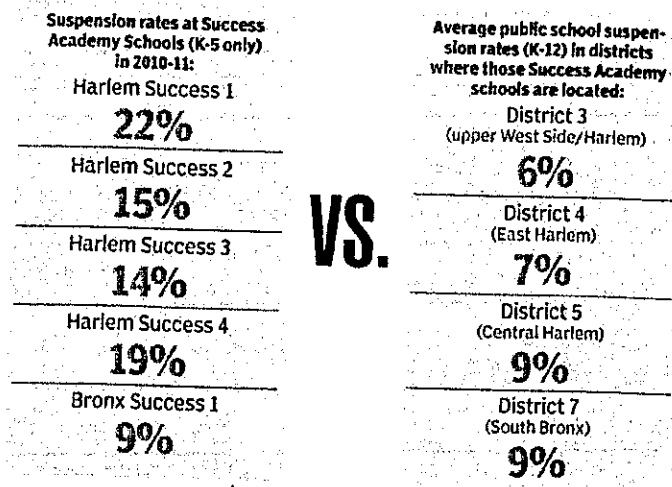
¹³ Ben Chapman, “New state law changes makes opening charter schools in New York City easier than any other in nation,” *Daily News*, May 5, 2014.

¹⁴ In New York City, these include KIPP, Achievement First and Uncommon charter schools. Bruce D. Baker, Ken Libby, & K. Wiley, “Spending by the Major Charter Management Organizations: Comparing charter school and local public district financial resources in New York, Ohio, and Texas,” National Education Policy Center, 2012; http://nepc.colorado.edu/files/rb-charterspending_0.pdf

¹⁵ Mercedes Schneider, “Success Academy Tax Documents: Moskowitz Can Afford the Rent,” *deutsch29*, December 1, 2013; <http://deutsch29.wordpress.com/2013/12/01/success-academy-tax-documents-moskowitz-can-afford-the-rent/>; Eliza Shapiro, “Unions blast Bush-headlined charter fund-raiser,” *Capital NY*, Apr. 30, 2014.

Whether or not they achieve superior results, and there is much dispute about this, it may be due to charters' increased funding, the socio-economic and demographic background of their students, and/or their much higher suspension and attrition rates. Probably all these factors contribute. Of course, the more a school pushes out struggling students, the higher their test scores will likely be.

For example, according to the latest available figures, Success Academy loses half of their students by 6th grade, with an annual student suspension rate of 22 percent, compared to suspension rate of 6 percent at PS 149.¹⁶ The average suspension rate in all the Success Academy schools was 14%, about twice as high as district public schools. See below chart from the NY Daily News:



Suspensions were especially high among special education students, and according to Nelson Mar, an attorney from Legal Aid, at least one of these suspensions "was an illegal act of exclusion without any due process."¹⁷ Meanwhile, expulsion rates at NYC charters are not reported by charters to the city or the state; while at NYC public schools, expulsions are not allowed until a student turns 17.¹⁸

The Success authorizer, the SUNY Charter Institute, noted problems with disciplinary practices, suspensions and expulsions at Harlem Success 2, 3, and 4 in its renewal report in 2013:

Harlem 3 has the required student discipline policy in place but the implementation of the policy relating to expulsion does not align with stated policy language. During renewal interviews, Harlem 3 school leaders reported the Network implements the expulsion policy. The stated policy language does not closely track with the actual expulsion steps implemented. While the policy indicates each school leader may initiate an expulsion, the Success Network handles expulsion situations when they arise. While such an arrangement could be permissible under applicable law, the school

¹⁶ Gary Rubinstein, "How to Define Success?" *TeachforUs.org*, August 13, 2013, <http://garyrubinstein.teachforus.org/2013/08/13/how-to-define-success/>; New York State Education Department, 2011-2012 New York State Report Card for Success Academy Charter School, <https://reportcards.nysed.gov/files/2011-12/RC-2012-310300860897.pdf>, and New York State Education Department, 2011-2012 New York State Report Card for PS 149 Sojourner Truth, <https://reportcards.nysed.gov/files/2011-12/RC-2012-310300010149.pdf>.

¹⁷ Juan Gonzalez, "Success Academy school chain comes under fire as parents fight 'zero tolerance' disciplinary policy," *Daily News*, August 28, 2013.

¹⁸ For more on suspension, expulsion and attrition rates at charters, see Gail Robinson, "Vanishing students at Harlem Success?" *InsideSchools*, June 6, 2012, <http://insideschools.org/blog/item/1000359-vanishing-students-at-harlem-success>; see also Arni Karni, "Charters 'nix 23%' of kids," *NY Post*, April 24, 2011. For the fact that public schools are not allowed to expel students until they turn 17, see NYC DOE, *The Discipline Code and Bill of Student Rights and Responsibilities, K-12*, Effective September 2012; <http://schools.nyc.gov/nr/rdonlyres/f7da5e8d-c065-44ff-a16f-55f491c0b9e7/0/discocode20122013final.pdf>

has not implemented the discipline policy as drafted. As such, procedures should be modified to properly implement the policy or the policy itself should be amended by the education corporation board to prevent the potential for due process violations. The Institute will follow-up with the education corporation to resolve this and the other compliance issues. Finally, pertaining to student discipline, alternative instruction for suspended students was not consistently presented to parents as mandatory. It was unclear that live instruction was consistently provided in accordance with New York's compulsory education law."¹⁹

Nevertheless, the Charter Institute recommended without reservations that these three Success charters, as well as the entire network, be reauthorized for another five years, and has encouraged the network to replicate and expand at a faster rate than any other charter chain.

Considering these disciplinary, suspension and expulsion practices, it is not surprising charters shed their special needs students at a higher rate than public schools, as reported by the Independent Budget Office.²⁰

According to the 2010 Amendments to the Charter Schools Act, when the charter authorizers renew or allow charter schools to expand, these schools were obligated to show they are meeting or exceeding enrollment and retention targets of students with disabilities, English language learners and free and/or reduced price lunch.²¹

And yet despite the lower numbers of high needs students at nearly all charter schools, and strong evidence that of higher attrition especially among special needs students, **"There has not been a Regents, SUNY or DOE authorized school refused renewal or expansion due to enrollment and retention targets not being met,"** according to Megan McCarville of the NYSED charter office.²²

5. The charter schools have huge waiting lists, showing there is more parental demand for charters than public schools.

The charters often trumpet their waiting lists in their political push for expansion. However, these waiting lists and application figures are not independently audited by any state or independent agency, as pointed out by a just-released study from the National Education Policy Center and should be eyed with skepticism as a measure of true demand.²³ According to NEPC researchers, other reasons for this skepticism are that students often apply to multiple charters, and

¹⁹ Charter Schools Institute, State University of New York, "Renewal Recommendation Report, Success Academy Charter School - Harlem 3," February 11, 2013; <http://www.newyorkcharters.org/documents/SAHarlem3RenewalReportFINAL.docx>. The same phrases and recommendations were issued for Harlem 2 and Harlem 4 Success charters at the same time; see <http://www.newyorkcharters.org/documents/SAHarlem2RenewalReportFINAL.docx> and <http://www.newyorkcharters.org/documents/SAHarlem4RenewalReportFINAL.docx>.

²⁰ NYC Independent Budget Office, "Staying or Going? Comparing Student Attrition Rates at Charter Schools with Nearby Traditional Public Schools, January 2014; <http://www.ibo.nyc.ny.us/iboreports/2014attritioncharterpublic.html>

²¹ These requirements are in Section 2851(4)(e) related to charter renewal applications, and in Section 2852(9-a)(b)(i) related to applications for new charters under RFPs issued by the Board of Regents and the SUNY Board of Trustees. Section 2852(9-a)(b)(i) requires that the Board of Regents and the SUNY Board of Trustees prescribe enrollment and retention targets. All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets for each individual school.

²² Megan McCarville, NY State Education Department, email to Leonie Haimson, dated April 29, 2014.

²³ Kevin G. Welner and Gary Miron, "Wait, Wait. Don't Mislead Me! Nine Reasons To Be Skeptical About Charter Waitlist Numbers," National Education Policy Center, May 2014, http://nepc.colorado.edu/files/nepc-policymemo_waitlists.pdf.

are thus double or triple counted on waiting lists; and in a recent national study, researchers could find only 36 out of 500 charter middle schools with sufficient large number of applicants to hold a lottery.²⁴

Moreover, some charters spend many millions of dollars to advertise and market their schools, with ads at bus stops, websites, and mailers sent out to thousands of parents across the city. In 2012, Juan Gonzalez estimated Success charters spent more than \$3.4 million "on marketing and drumming up huge numbers of application forms - in just one year."²⁵

At the same time, there are also waiting lists for many NYC public schools, if less publicized, and great demand, though DOE often tries to minimize those figures. It was recently revealed that there are 950 applications for just one hundred ninth-grade seats at Frederick Douglass Academy II -- an acceptance rate half of Success Academy's claimed rate of 20 percent -- despite the fact that a Success charter is being allowed to expand into their shared building and take three more of FDA II's rooms next year, including the school's only art room.²⁶

According to the DOE, more than 7,000 NYC families received none of their top choices of public schools (up to ten) for Kindergarten next year, though the methodology for creating the waiting lists is still unclear and for the first time, DOE officials have refused to release complete figures for the number of zoned waiting list Kindergarten students at each individual public school. The DOE has also consistently refused to release any figures for unzoned students, and/or waiting lists for unzoned public schools, though we have asked for this data, as has reporters and Community Education Councils members.²⁷ For some reason, even as the charters use their waiting lists for political advantage, the DOE too often tries to hide theirs.

As an example of unmet demand that exists for public schools, in 2010, we did an analysis of the acceptance rates of the NYC high schools that DOE had put on its closing list that year. We found that many of the schools that were supposedly "failing" had acceptance rates far lower than Success Academy's rate of 20 percent.²⁸ For example, the Monroe Academy for Business and Law in the Bronx had an acceptance rate of only 8 percent, comparable to that of Harvard. The Academy of Environmental Sciences had an acceptance rate of 9 percent, comparable to Yale. Frederic Douglas Academy III had an acceptance rate of 11 percent, similar to that of MIT.

Of course the acceptance rates of the highest performing NYC high schools are even smaller. For example, in 2012, Millennium HS in Lower Manhattan had an acceptance rate of only 3 percent, with more than 5,000 students applying for 150 seats.²⁹ Similarly, the overcrowded Baruch HS had 7,606 applications for 120 seats, giving it an acceptance rate of about 1.6 percent.³⁰

²⁴ Philip. Gleason, Melissa Clark, Christina Clark Tuttle, and Emily Dwoyer, *The Evaluation of Charter School Impacts: Final Report*, National Center for Education Evaluation and Regional Assistance, 2012, http://www.mathematica-mpr.com/publications/PDFs/education/charter_school_impacts.pdf

²⁵ Juan Gonzalez, "Eva Moskowitz's Success Academy Schools network rolling in money but still wants 50% increase in management fees from state," *New York Daily News*, June 25, 2012, <http://www.nydailynews.com/new-york/eva-moskowitz-success-academy-charter-schools-disproportionate-share-state-education-money-article-1.1101668>.

²⁶ Emily Frost, "Demand for Harlem School Spots Should Prevent Charter Growth, Leaders Say," *DNAInfo.com*, April 22, 2014, <http://www.dnainfo.com/new-york/20140422/west-harlem/demand-for-harlem-school-spots-should-prevent-charter-growth-leaders-say>. Ben Chapman and Steven Rex Brown, "Success Academy Charter Schools admission rate is only 20%, lower than NYU," *New York Daily News*, April 4, 2014,

²⁷ Pamela Wheaton, "Long kindergarten waitlists persist at 5 schools," *InsideSchools.org*, April 23, 2014, <http://insideschools.org/blog/item/1000826-long-kindergarten-waitlists-persist-at-some-schools>.

²⁸ Leonie Haimson, "Acceptance rate at proposed closing schools," *New York City Public School Parents Blog*, January 26, 2010; <http://nycpublicschoolparents.blogspot.com/2010/01/acceptance-rate-at-proposed-closing.html>.

²⁹ *InsideSchools*, Profile for Millennium High School, <http://insideschools.org/high/browse/school/69>.

If parents were encouraged to apply to popular elementary schools outside their zones, and DOE made public their acceptance rates, these would likely far outshine those of any charter. Instead, under the Bloomberg administration, most of our elementary schools are so overcrowded that few intra-district transfers are allowed any more.

All this overcrowding, of course, plays into the hands of the charter lobby, since parents in many districts apply to charters as well as public schools, just to be assured that their child will get a seat in any school nearby the next year.

6. *The new state law which guarantees free space paid for by city taxpayers for all new and expanded charters going forward, will merely afford charter "protections" so they are treated like public schools.*

These provisions are not protections, but actually provide unprecedented privileges to charters, as there are overcrowded communities in NYC that have waited twenty years for a new school to be built in their neighborhoods, but now any charter that wants to open up shop in a district and is authorized by the state will now be guaranteed space free of charge. What is especially shocking is that the State Legislature and the Governor approved this law without any sort of fiscal impact or estimate of its cost to the city.

After the city pays out \$40 million annually in charter rent, the state is supposed to pick up a share of the cost; yet for any public school currently, the state pays half of any leases. Thus, it appears that the while obligating the city to cover the cost of any new or expanding charter, the state is willing to contribute less of the burden than it is for public schools.

With more than 70 new charters allowed under the cap, and any existing charter of nearly 200 that now decides it wants to expand to new grade levels with the right to demand that the city provide them free space, this law will likely cost the city hundreds of millions of dollars per year, in an unprecedented corporate giveaway to private interests and the wealthy lobbyists and hedge funders who have contributed millions of dollars to the Governor's campaign.³¹

Moreover, this new law, which is the most generous in the nation in terms of obligating district to pay for charter schools free space, applies to only New York City, where we have the most overcrowded schools in the state, the most expensive real estate, and the most underfunded capital plan.

While hundreds of thousands of NYC public school children continue to sit in overcrowded classrooms, and in trailers, and on Kindergarten waiting lists, the charter schools will get a free ride at the city's expense. It is truly a "gold rush" for private interests, as the Daily News describes it, and is likely to create vastly more inequities and disparities in future years, and further exacerbate a dual system of separate and unequal schools.

³⁰ Liz Robbins, "Lost in the School Choice Maze," *The New York Times*, May 6, 2011.

³¹ Jessica Bakeman, "Cuomo to be 'honorary chair' of pro-charter retreat," *Capital NY*, Apr. 15, 2014.



Advocates for Children of New York

Protecting every child's right to learn

Testimony to be Delivered to the New York City Council Committee on Education Re: Charter School Management and Accountability

May 6, 2014

Thank you for the opportunity to discuss charter school management and accountability before the Committee. My name is Paulina Davis and I am a staff attorney at Advocates for Children of New York (AFC) where I focus on issues concerning access to and equity in NYC charter schools. For over 40 years, AFC has been working to protect every child's right to learn by promoting access to the best education New York can provide, especially for students of color and students from low-income backgrounds.

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We see charter school accountability through the lens of the individual families who call our Helpline seeking assistance with problems at charter schools. During this school year, we have received over 100 calls from charter school families whose children were facing suspension or expulsion or not receiving much needed special education supports and who were unable to resolve these problems on their own.

There is no question that the DOE needs to do substantial work to reduce the overreliance on suspensions in traditional public schools, but at least in those schools, there are uniform procedures governing suspensions. The DOE Chancellor's Regulations describe in detail the due process protections and suspension procedures for traditional public school students. In contrast, each charter school has its own discipline code, which governs the school's system for suspending or expelling students. Sometimes, parents call us because their children are facing suspension or expulsion, and they do not even know where to find a copy of the charter school's discipline code.

The three charter school authorizers, including the DOE, are responsible for ensuring that their respective charter schools have discipline policies that meet the requirements of the law, and we have asked them to uphold this responsibility. However, recently, we analyzed over one-hundred New York City charter school discipline policies and were alarmed by the number of schools failing to provide basic due process protections. For example, when a student is recommended for a suspension of more than five days at a traditional public school, an independent DOE office automatically sends the parent a written notice with information about the parent's rights and an off-site hearing at which the school must prove the charges against the student before a neutral hearing officer. By contrast, more than one quarter of the charter school policies we reviewed do not require the charter school to



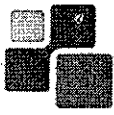
provide parents with any written notice of the suspension, and more than one quarter fail to mention the right to a hearing for long-term suspensions or expulsions. Also, some charter school discipline policies require the decision-maker at a hearing to be the principal or another school staff member already familiar with the incident, instead of a neutral finder of fact. Moreover, nearly half of the charter school policies we reviewed unlawfully authorize suspensions or expulsions for being absent from or late to school. And one quarter of these policies fail to include protections required by federal law when suspending students with disabilities for more than ten days. The DOE offers full-time alternative instruction to students suspended from traditional public schools to keep students on track academically during suspension. Comparatively, more than one third of the policies we reviewed fail to discuss a student's right to alternative instruction when suspended from school. Most of the other policies do not require a charter school to provide more than two hours of instruction per day to students serving suspensions, and we have seen students miss weeks or even months of full-time instruction as a result. We ask the Council to work with the DOE to review all of the discipline policies of the charter schools it authorizes and to direct schools to revise them so that they comport with the law and protect students' rights.

Discipline is just one area in which charter school accountability and oversight need to be improved. Since 2010, state law has required charter schools to recruit, enroll, and retain students who receive free and reduced price lunch, students with disabilities, and English Language Learners in numbers that are comparable to the traditional public schools within their districts. We have yet to see authorizers hold accountable those schools that repeatedly fail to meet recruitment, enrollment, and retention targets and fail to make good faith efforts to do so.

Therefore, AFC supports the Council's bill calling for reports to the DOE on student demographic data for all co-located schools. We ask that the data reported to the DOE for all co-located schools include the total number of suspensions and expulsions each year, disaggregated by length of suspension, race, gender, disability, and English language learner status; as well as the total enrollment and attrition rates each year for students with disabilities and English Language Learners attending the school. In addition, we specifically ask for the following for co-located charter schools: (1) the total number of hearings convened for long-term suspensions and expulsions each year; and (2) the total number of grievances filed against the charter school relating to discipline and special education or language support services each year. Having more information about the students attending charter schools is key to ensuring that these schools are also held accountable for serving their surrounding communities.



Thank you for the opportunity to testify here today. I would be happy to answer any questions you may have.



The New York City Charter School Center
Erik Joerss, Deputy for Government Affairs
Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and
Intro-0012-2014
Tuesday, May 6, 2014

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Erik Joerss and I am the Deputy for Government Affairs at the New York City Charter School Center. Thank you for the opportunity to present testimony today.

The New York City Charter School Center is an independent, not-for-profit organization established in 2004 to help new public charter schools get started, support existing schools, build community support, and train new leaders so that highly effective schools can flourish. I am pleased to testify this afternoon about Charter School Management and Accountability and Intro 0012-2014.

In the upcoming 2014-15 school year, 198 public charter schools will serve over 80,000 students across all five boroughs, with nearly 50,000 more estimated to be on waiting lists citywide. Of existing charter school students, 75 percent are eligible for Free or Reduced-Price Lunch and over 90 percent are African-American or Latino. As you'll hear from some of the educators testifying today, the charter school sector is diverse in its approaches but united in its commitment to the well-being of all children. What you will also hear on a visit to any charter school—regardless of its history, instructional philosophy, or network affiliation—is that no school can ensure a child's well-being if it fails her academically.

As one observer recently put it:

“We have a crisis when it comes to education. It's a tragedy of a different kind. Too many children being left behind, too frequently.... Less than two thirds of our children graduate high school on time. And among those who graduate, less than a quarter are



college ready. [Among] Latino and African-American students, it's only eleven percent who are college ready.... That is a crisis. That is a status quo that cannot be accepted.”

That observer, of course, was Mayor Bill de Blasio, speaking at the Riverside Church on March 23. Charter schools are responding to the crisis he described with urgency, which is why so many African-American and Latino families, and New York families of all backgrounds, have turned entrusted charter schools with their children's education.

In the same remarks, the mayor emphasized that it should be our goal to fix the entire educational system, for all students. Charter school leaders could not agree more. As we like to say at the Charter Center, “It's about great public schools.” The charter governance model has always been intended to prompt improvements across the entire public education system over the long term. At the Charter Center, we have taken pride in our joint work with the Department of Education through an organization called NYC Collaborates, which convened a series of school tours, events, and discussions that brought together educators in district and charter schools to share best practices across sector lines. We are pleased to see similar work initiatives now being developed and promoted under the leadership of Chancellor Fariña.

Even as such collaboration becomes more common, however, there is still a sense in some quarters that education is a zero-sum competition in which the growth of charter schools represents a scaling-back of our hopes for traditional district schools. There is no reason New Yorkers should take this view of education, any more than we would of any public service with diverse providers, from pre-kindergarten to housing assistance.

Not only is a zero-sum view of charter schooling unjustified, it can actually serve to impede educational improvement. If we do not accept *any* new high-quality schools unless *every* school is of high quality, then we will never see any progress. Every school improvement strategy worth pursuing takes time; meanwhile, a child's years in school are precious and fleeting. If we mean it when we talk about crisis and urgency, we owe it to parents to offer as many good choices we can make available *today*. Not in a few years. Not in another generation.



Fortunately, with the political and legal developments of the last few months behind us, New York City can expect to see continued growth in the school choices available to families, through a process that will actually be less contentious and more integrated than in the past.

Thanks to the leadership of Governor Cuomo and the state legislature, New York City's new and expanding public charter schools to receive a publicly-funded school facility—a basic educational need and a matter of fiscal equity if there ever was one. This is obviously a tremendous step forward for fairness, but there is unfinished business for the existing charter schools that operate in private space and still receive no public support for facilities costs. These schools, some of whom are represented here today, must re-direct their operating dollars toward facility costs, attempt to raise enormous private donations, or both. I hope every member of the Council will lend your support to these schools' efforts to receive the same facility support as every other district or charter school in the city.

State law also includes new protections for charter school co-locations. Contrary to some characterizations, however, the amended state law will not force any charter school to be co-located, nor does it change the mayor's control over where and how to site new schools. Today, charter school representatives are pleased to working alongside district and community leaders on a task force to consider the future of co-location, a policy that has existed in New York City for over a century but can always be improved—as Mayor de Blasio thoughtfully argued when he served as Public Advocate.

And thanks to the leadership of Mayor de Blasio, Universal Pre-Kindergarten will become a reality, with tremendous potential to improve the lives of children from low-income and working families, and the charter school sector is eagerly working with the administration to do our part to provide high-quality UPK wherever we can.

The topic of accountability for charter schools is a critical one, and I appreciate the chance to testify about it. Accountability is central to the unique but fair charter school bargain. Charter schools are freed from many state laws and regulations to operate with increased flexibility over everything from hiring to curriculum to the school calendar, but in exchange they are expected to



meet certain academic goals, or be shut down. Charter schools also undergo independent financial audits every single year, and are further accountable for compliance with an enormous range of city, state, and federal laws concerning education, teacher certification, student enrollment, health, safety, civil rights, non-profit management, open meetings, and more.

One of the charter school authorizers charged with enforcing the charter school accountability bargain is the New York City Schools Chancellor, and it will be critically important for the Department of Education to faithfully carry out this function. Even in an administration that philosophically opposes closure of struggling district-run schools, there must be a clear directive that charter school—which the city does not directly manage—are still subject to the same charter bargain they signed up for when they applied for a charter for the right to serve public school children using public dollars.

Finally, the Charter Center is pleased to support Intro-0012-2014 and salute Councilman King for his forward-thinking bill that seeks to increase transparency and make it easier for communities to know their local schools. We will be forwarding some technical suggestions about the bill language, and we would also respectfully suggest three substantive improvements to the bill. First, for the sake of including up-to-date test scores, a September reporting date would be preferable to June. Second, the demographic data being collected and reported should include a measure of economic disadvantage to be determined by the Department of Education. Third, there is no reason to limit the reporting to co-located schools; a similar report about all schools, with indications of which ones are collocated where, would be much more useful to the public debate, and the added staff time required to prepare it would be trivial.

Thank you, and I am happy to take questions.

**Bronx Charter School for Better Learning
Shubert Jacobs, Principal**

**Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and
Intro 0012-2014
Tuesday, May 6, 2014**

Good morning, Chairman Dromm and members of the New York City Council Committee on Education. My name is Shubert Jacobs and I am the founding Principal of the Bronx Charter School for Better Learning. Thank you for the opportunity to present testimony today.

The Bronx Charter School for Better Learning (BBL) is a K thru 5 Elementary School located at 3740 Baychester Ave in the North East Bronx. BBL opened its doors in 2003 to 50 students and we currently have on register 420 students, first generation, primarily from Jamaica West Indies and West Africa. BBL caters to all populations: Special Education, English Language Learners (ELLs) as well as those who qualify for free lunch. It is our plan in 2015 to replicate our school by opening another campus. We will start with Kinder and will grow to K thru 5 in 5 years. The current BBL is in co-located facility with PS 111.

I have been an educator for the past 27 years, 10 of which were spent in teaching.

One of the purposes for which Charters were established was to provide opportunities for innovative approaches to learning and I'm here to testify about innovation at BBL. Our approach to education is called Subordination of Teaching to Learning and was developed by an Egyptian professor named Caleb Gattegno. Subordination of Teaching to Learning is a mouthful, I know, and I could spend hours telling you about the methodology, but I think the time would be better spent telling you about what happens in our school on a day-to-day basis.

At BBL children's spirits soar. We don't give them answers; we help them figure out things for themselves. In these moments our students get chances to see what they can do, and with joyful enthusiasm they express the satisfaction that they have figured out a problem or arrived at a solution by themselves; an accomplishment they can call their own. The phrase "Ah, ah, I got it" rings out in many classrooms on a daily basis.

Our children are eager to answer, eager to take on any challenge we put in front of them, because we support their knowing that they are capable learners who can take on the world.

Like W.B. Yates, we believe that "Education is not filling a bucket; it's lighting fires." We light fires at BBL every day! It is not unusual to see kids running to come to school each morning or expressing reluctance to leave in the afternoons to go home.

Dillon, a six year old in 2003 and a member of our first batch of students, was asked in 2013 about his experience at BBL. He said, and I quote, "It (BBL) made me strive for better. There was nothing that they said I could not do... because of what I learned there I've become who I am today... I have faith in myself because I used to think I was the word master." Dillon spent only one year with us before moving with his family to Virginia.

Here's another testimony from the parent of two of our students who left us because the family migrated to Florida:

"Steph has excelled up to the gifted program. She will be skipping 2nd grade and heading to 3rd grade in August. Her reading and math skills are on a 5th grade level. We owe her success to BBL.

Jo is a straight A+ student and is on the Dean's List. She has excelled into an outstanding writer, which placed her as the 1st student in her school to have her own column in the school newsletter. We just received word that her column will now be added to our County School District's newsletter. There are 36 schools in the county and all of them will read her column. Again, we say we owe the girl's success to BBL. The caring, kindness and dedication the teachers and staff show the students at BBL is a prime example of how excellent the school truly is..."

We have high expectations of our students as a result we ask them things that may be a little beyond them at first, but because of previous successes they are confident they can do it.

Challenges are not a deterrent. Temporary confusion is not seen as final or fatal. In fact, it is a step in learning. It's common practice to see students spontaneously cheering on each other when they are working hard on something new and difficult

All of this has resulted in high academic achievement. More importantly, to me, our teachers and Board of Trustees nurture that extraordinary power to learn that resides in all our students.

The truth, though, is that if you really want to know a school you have to visit it, and I invite you all to come and walk our hallways, visit our classrooms, and talk to our children and you will be convinced that the Bronx Charter School for Better Learning is a great place to grow and learn. Our Councilman Andy King did and I invite you to do the same.

Thank you and I'm happy to take questions from the Committee.

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Gina Sardi and I am the Principal and co-founder of the NYC Montessori Charter School. Thank you for the opportunity to present testimony today.

The NYC Montessori Charter School opened its doors in September of 2011 in the Mott Haven area of the South Bronx. It was conceived as a school that would provide an alternative for families in this district where schools are overcrowded, test scores are among the lowest in the city, and poverty levels are high. Our vision was to offer the children a unique opportunity: not just a school where high academic performance is important, but one where they could experience the benefits of an educational approach that up to now had been accessible only to affluent families. We created the first Montessori public school in NYC and the first Montessori charter in the state.

We are now in our third year, and our enrollment is 220 students. Our student body is diverse and representative of the community in which it is located: 89% of our students are eligible for free and reduced price lunch (FRPL); 23% of them are students with disabilities; and 13% are English language learners.

The Montessori approach creates an environment for learning that encourages children to become independent learners. From the youngest ages (starting in Kindergarten, and hopefully soon in Pre-k) children are encouraged to take responsibility for their learning and become self-directed and self motivated. The individualized approach in Montessori classrooms allows for the type of differentiation that is needed with a population of children who come from a broad range of backgrounds, ability levels, and educational needs, including students with disabilities and English language learners.

We are committed to meeting the needs of all the children in our school. To this end, we have our own special education staff so that we can provide additional supports to children with special needs. We have our own Speech Pathologist, special education teachers, and a literacy teacher, and this past August we opened our first self-contained class for 12 with special services. We filled the class, and after a successful first year, we will add a second self-contained classroom next year.

Our curriculum is rich. It includes the art, music, physical education, and interdisciplinary project work. It is based on an alignment of the Montessori approach with the Core Curriculum standards, using specially designed Montessori lessons and materials. Through individualized and small group instruction, the children receive a strong academic foundation. A longer school day also provides the children with more opportunities for academic support.

At the same time that we are committed to academic performance – by law and by choice – we focus on developing values that our children will need in order to succeed in their future education, work, and indeed, in life. We prepare them to be lifelong learners who are curious, independent, creative, perseverant, and motivated. As future leaders, we teach them how to work out their differences with words. We want them to become caring, compassionate, entrepreneurial, creative problem solvers.

As a charter school, we have the unique opportunity to be innovative and implement a model that is successful in thousands of private schools around the country. At the same time, we are faced with the challenge of doing this while spending 20% of our budget on rent in a private facility. Without that added expense, we could add more supports for our students and reduce class sizes.

The mission of the New York City Montessori Charter School is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21st Century.

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Testimony Before City Council, May 6th, 2014: Hearing on Charter School Management and Accountability by Nancy Northrop, Queens High School Presidents' Council

Good afternoon. My name is Nancy Northrop. I am the President of the Queens High School Presidents' Council, which represents all the High School PAs and PTAs in Queens. I also serve on the Chancellor's Parent Advisory Council's Executive Board. I think it is important to note that my kids attend traditional public schools, and I don't think that I even know any kids that attend charter schools.

Co-location and overcrowding are both significant problems in Queens. We have written extensively to the new Chancellor about these issues. However, I am very concerned that the current debate over charter schools has become a huge distraction, paralyzing the DOE, Mayor's office, and City Council from taking meaningful steps to truly address these issues.

Recent debates over charter schools would lead many to believe that overcrowding and co-locations are being caused by charter schools. Queens schools at all grade levels are notoriously overcrowded, with well over 30 students in some first grade classrooms, high schools that operate in shifts, and trailers housed in space that should be used for athletics. Overcrowding in Queens has nothing to do with charter schools. Nor do charter schools have anything to do with the huge co-location debacle in Queens. At the Queens High School Presidents' Council, our opposition to co-location does not center on the programs. Many of these programs may be wonderful -- new themed schools and CTE programs created on the "small school" model. None of the high school co-locations in our high schools even involve charters. Our concerns center on the lack of parent and community involvement and input into decision-making at their own schools; parent anger that struggling schools with new principals face the prospect of trying to turn around their existing school with the disruption, complication, and culture shock of co-location thrown into the mix; and fears of even further overcrowding with science labs and art rooms being turned into classroom space and administrative offices.

Rather than focusing on charter schools, I hope the City Council will focus on the true issue at the heart of this debate – which is simply that more schools need to be built. In Queens, this is true for all education levels -- elementary, middle, and high schools. I hope that the Mayor and City Council will show as much dedication and resolve in finding ways to solve this much more difficult problem as they have at focusing attention on the relatively minor distraction of charter schools.

Elizabeth Elohim Parent of 3rd grade student at Harlem Success Academy 1 flagship location

Success Academy / Eva Moskowitz Issues

1) Overall design of charter school system Eva Moskowitz success Academy schools are a business model and is set up school like a big box cooperation SA handles issues internally and regulate them selves , resulting in poor investigations Mis handling serious complaints

2) Grievance policy lacks proper communication regarding Issues that should ultimately be handled in real time

This process can be long and futile and contributes to lack of respect and resolution

- Banning Parents Bathroom use punishment

3) behavior and discipline

(times bathroom use)

Oppression of children's individuality, creativity, and freedom cruel and extreme disciplinary actions not age appropriate

4) parents and school community derogation of the SA parental community condescending style of communication underlying racism imbedded into the SA design

5) non union teachers , teachers Have to adhere to policies that creates problems with communication with parents and leaves no room to adjusting teaching and learning techniques for children need a different approach in order to truly succeed High and excessive teacher and staff turnover rate

6) major changes in SA policies and protocol with no prior notification

7) design of this school is experimental and and psychological effects can be catastrophic possibly settling our communities back generations

Eva Moskowitz
overall she has created a penal and punitive and creates a environment for children mindset to be molded into ~~educated~~ underclassmen

She has Racially Profited and targeted a demographic to fuel her machine and make her half million dollar salary

Ref - ~~any~~ ~~meeting~~

My name is Celina Dowie

I have three children, all of whom are products of the New York City Public School System. When my girls were younger they attended Explore Charter School in Brooklyn, Adriana attended from grade Kindergarten until second grade and Teja attended from kindergarten until first grade. Adriana was gifted and during her time at Explore she excelled and was skipped from the first grade to the third grade for a period of two weeks. This change was short lived however because her fellow students babied her and she asked to be moved back with her friends. After that her teacher Mrs. North set up a special area just for her with advanced third, fourth and fifth grade material for her to complete at her own pace. All of the material was gone by February of the following year. Teja however was quite a different story, what wouldn't be learned for 4 years was that she had learning disabilities, ADD and Dyslexia to be exact. While attending Explore Teja displayed the need for additional assistance because of her disabilities, what she got was indifference. The teachers and Administration staff at Explore informed me that because she couldn't keep up with the class work they were not accepting her for second grade. Imagine being told that a school had given up on your child after two years, as an adult and a parent I was outraged, as a child she was scarred and confused. How dare you, how dare you use my child or anybody's child to further your own agenda. What do you tell your child when she asks "Mom, what's wrong with me?" why can't I get this" and then says she's giving up. My immediate response was to go to the school and ask for help and I was shocked and angry at their response. Their suggestion to me "Put her in regular Public School, they have to deal with her and she'll get the help that she needs". "She has a late December birthday, have the school put her back into the ~~second~~ grade, no one will know because she moved schools" I would know and more importantly Teja would know". To this day Teja reflects on her experience and gets solemn about it, simply asking her to relive the experience still brings her to tears. I pulled both girls out the following September and did exactly that. It was the best choice I ever made. My son currently attends Virginia Tech College of Engineering, Adriana attends High School at a Boarding school in Connecticut and Teja a proud product of the New York City Public Education system currently attends Bedford Academy and is a 3 year scholar with the Harlem Educational Activities Fund STEM Program. An amazing accomplishment for a child who was told at age 7 that she was expendable. Regular Public schools don't have the choice to pick and chose the cream of the crop of the student population and Charter Schools shouldn't either. I choose to put my support and tax dollars behind "Regular Public Schools", schools for all kids and I challenge you to do the same.

Robert HuDock, R.A.
Bay Ridge, Brooklyn
05/06/2014

FOR THE RECORD

- As a parent leader, I am not opposed to the concept of charter schools as experimental laboratories for developing new teaching methods.
- Charters have not lived up to this goal in practice but have instead become direct competitors against public schools, vying for limited public resources.
- The number of wealthy investors backing charter schools makes it obvious that charters have become a cash cow for investors who wish to make money at public expense, as has been reported in the papers.
- Aside from a few highly publicized charter schools with high test scores, the majority of charters are producing no better educational outcomes than the neighboring public schools.
- This in spite of a clear advantage in funding from private sources for many charters.
- Charters are widely seen as a union-busting racket at a time when median income in the US has been stagnant for 30 years.
- Furthermore, the average charter has lower enrollment of IEP and ELL students than the surrounding schools, skimming off the best students from the district and reject those students who require more resources to educate.
- This throws the burden of educating these students back on the public schools, placing the public at a further disadvantage.
- Personally, as the father of an IEP child, I find this cherry picking policy deeply unfair and repugnant and demand that charter schools be held to the same standards as the public schools.
- Finally, political activities are very tightly regulated in public schools, yet charters have been closed down in order bus parents to Albany to attends political rallies.
- Consistent rules between charters and public schools should be applied across the board. This means reporting standards, testing, enrolling all zoned students including IEP and ELLs, and a prohibition against lobbying and other political activities.
- The expanded PROSE program in the new UFT contract offers public schools an opportunity to request exemption from Chancellor's regulations and Union rules when designing innovative curricula. This chance to experiment with teaching methods is one of the unfulfilled promises of charter schools. If the PROSE program is successful, it will undercut the need for charters.

Thank you.

Robert HuDock serves on Community Education Council in Brooklyn School District 20. He is a practicing architect and urban planner and a member of Community Board 10 where he chairs the Environmental Committee.

Melanie Lewis, Parent, Explore Schools

**Testimony Presented to the New York City Council Education Committee
Oversight Hearing on Charter School Management and Accountability and**

Intro 0012-2014

Tuesday, May 6, 2014

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Melanie Lewis and I am the mother of two students in the Explore Schools network.

My daughters Sylvia, 4th grade, and Legacy, 1st grade, attend Exceed Charter School in Crown Heights, Brooklyn. Their teachers are attentive to their needs and emphasize the importance of critical thinking in the classroom – a lifelong skill that will help ensure their success in high school and beyond.

As the parent of students attending a public charter school, I made a conscious choice to enroll my daughters in the school that I thought was the best fit for them. Explore Schools has been incredibly supportive in their development, and I am proud to be an Explore parent.

TESTIMONY BY
RONALD CHALUISAN, VICE PRESIDENT, CHARTER SCHOOLS
NEW VISIONS FOR PUBLIC SCHOOLS

NEW YORK CITY COUNCIL EDUCATION COMMITTEE
TUESDAY, MAY 6, 2014

RE: INTRO NUMBER 12, IN RELATION TO REQUIRING THE DEPARTMENT OF EDUCATION TO REPORT ACADEMIC AND DEMOGRAPHIC INFORMATION ON CO-LOCATED SCHOOLS

GOOD MORNING, CHAIRMAN DROMM AND OTHER COUNCILMEMBERS OF THE EDUCATION COMMITTEE. MY NAME IS RONALD CHALUISAN. I AM VICE PRESIDENT OF CHARTER SCHOOLS AT NEW VISIONS FOR PUBLIC SCHOOLS. THANK YOU FOR THE OPPORTUNITY TO TESTIFY THIS MORNING IN SUPPORT OF INTRO NUMBER 12.

I BRING OVER THIRTY YEARS' EXPERIENCE AS AN EDUCATOR, FIRST AS A TEACHER AND LATER AS THE FOUNDING PRINCIPAL OF THE NEW YORK CITY MUSEUM SCHOOL PRIOR TO JOINING NEW VISIONS IN 2002 AS THE DIRECTOR OF SMALL SCHOOLS.

BEGINNING IN 2011, NEW VISIONS EMBARKED ON A NEW EFFORT TO CREATE CHARTER HIGH SCHOOLS SERVING LOW-INCOME CHILDREN IN NEW YORK CITY. OUR GOAL WAS NOT TO SUPPLANT DISTRICT SCHOOLS, BUT TO USE THE OPPORTUNITY CREATED BY CHARTER LAW, COMBINED WITH ACCOUNTABILITY FOR SCHOOL OPERATIONS AND OUTCOMES OF STUDENTS, TO CONSOLIDATE

OUR ORGANIZATIONAL KNOWLEDGE AROUND SCHOOL IMPROVEMENT AND TO INNOVATE MORE DEEPLY.

AT THE ONSET, NEW VISIONS BOARD OF DIRECTORS COMMITTED TO SERVING A PROPORTIONATE SHARE OF HIGH-NEED STUDENTS IN OUR CHARTER SCHOOLS. OUR CHARTERS ENROLL SIMILAR PROPORTIONS OF SPECIAL EDUCATION STUDENTS AND ENGLISH LANGUAGE LEARNERS AS THE DISTRICT SCHOOLS IN OUR PSO (17 PERCENT AND 10 PERCENT, RESPECTIVELY). IN OUR COMMUNITY OUTREACH, WE MAKE EVERY EFFORT TO ENCOURAGE PARENTS OF CHILDREN WITH SPECIALNEEDS TO LEARN ABOUT OUR SCHOOLS AND THE SERVICES WE OFFER, AND TO APPLY.

WE FIRMLY SUPPORT THE PROPOSED AMENDMENT TO REQUIRE DOE REPORTING ON STUDENT DEMOGRAPHICS AT CO-LOCATED CHARTER SCHOOLS. WE BELIEVE THAT ACCESS TO ACCURATE, REAL-TIME DATA ON ALL SCHOOLS (BOTH DISTRICT AND CHARTER) ONLY MAKES US STRONGER AS A DISTRICT AND ENABLES US TO IDENTIFY THOSE SCHOOLS THAT ARE MAKING SIGNIFICANT PROGRESS WITH HIGH-NEED STUDENT POPULATIONS.

NEW VISIONS HAS LONG HELPED ITS PARTNER SCHOOLS BUILD CAPACITY TO MAKE DATA INFORMED DECISIONS. WE WOULD WELCOME THE OPPORTUNITY TO SHARE OUR KNOWLEDGE IN THIS AREA WITH BOTH OUR DISTRICT AND CHARTER COLLEAGUES AND TO DEMONSTRATE THE POSITIVE

COLLABORATIONS THAT CAN BE FORGED BETWEEN DISTRICT AND CHARTER SCHOOLS IN NEW YORK CITY.

SIMPLY HAVING DATA IS NO SUFFICIENT – IT IS THE IMPLEMENTATION OF THIS KNOWLEDGE, CARRIED OUT IN BEST PRACTICES, THAT WILL ALLOW THE DEPARTMENT, ITS PARTNERS, ADMINSTRATORS AND TEACHERS TO IMPROVE THE QUALITY OF EDUCATION CHILDREN IN THIS CITY RECEIVE.

ON BEHALF OF NEW VISIONS FOR PUBLIC SCHOOLS, I URGE YOU TO SUPPORT INTRO NUMBER 12. ONCE AGAIN, THANK YOU FOR THE OPPORTUNITY TO TESTIFY TODAY.

I WOULD BE HAPPY TO TAKE ANY QUESTIONS YOU MAY HAVE.

THANK YOU.

This testimony is given by Richard M. White, father of Mia Faith Jennings White; a sixth grade eleven year old student in Ms. Simms class at The Sojourner Truth PS/MS 149 School. While my testimony is comprised of several different adverse effects that the co-location and expansion of Charter Schools inside Public School Buildings today I talk about some of the primary loses my child (and many other students) completely lost as a direct result of Charter co-location(s).

Dance. My child used to be enrolled in dance classes, but the class no longer exist for any students.

Music. My child was enrolled in the music class, but the class no longer exist for any students.

Cooking. My child was enrolled in the cooking class, but it, too, no longer exist.

Horticulture, chess, checkers and many other arts and sciences have been lost.

My child, as is true for too many of our children, goes to school for "Common-Cure" only: Common cure has its place in today public schools, however, Arts education has long been recognized by experts around the world as having a tremendously positive influence on children and their academic attainment, social emotional development and future employment. The skills learned from arts education are more relevant today than ever, as New York City's economy is increasingly focused on industries that value creativity, innovation and problem solving.

Despite these widely acknowledged benefits, as well as clearly established mandates in New York State Education Law requiring that students in grades 7-12 receive core arts instruction taught by certified teachers, the provision of arts education in New York City's public schools has become both inequitable and underfunded.

Instruction in visual arts, music, dance and theater has been weakened and/or discontinued in too many of our traditional public schools by a decade or more of disinvestment and disincentives. I am testifying today on behalf of my child, all children and parents who share in the hope that these germane tools be restored to our traditional public schools and fully recognize the undisputed value of comprehensive arts education.

Written and Prepared by Richard M. White, Parent - PS/MS 149



NYCLU

NEW YORK CIVIL LIBERTIES UNION

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**TESTIMONY OF JOHANNA MILLER AND IFETAYO BELLE
ON BEHALF OF THE NEW YORK CIVIL LIBERTIES UNION**

before

THE NEW YORK CITY COUNCIL EDUCATION COMMITTEE

on

CHARTER SCHOOL MANAGEMENT AND ACCOUNTABILITY

May 6, 2014

The New York Civil Liberties Union respectfully submits the following testimony on Charter School Management and Accountability.

INTRODUCTION

The NYCLU, the New York state affiliate of the American Civil Liberties Union, is a not-for-profit, non-partisan organization with eight offices across New York state and nearly 50,000 members. The NYCLU's mission is to defend and promote the fundamental principles, rights and constitutional values embodied in the Bill of Rights of the U.S. Constitution and the Constitution of the State of New York. Securing students' rights is a core component of our mission, and through our Youth and Students' Rights program the NYCLU advocates for positive discipline systems that reduce classroom removals, suspensions, expulsions and school-based arrests.

In New York City, over 5% of the total enrollment of school age students, nearly 70,000 children, currently attends a charter school¹ at over 180 schools throughout the five boroughs.² Charter schools are billed as an innovative alternative to traditional public schools, which "provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system."³ As the network of charter options grows, it is more important than ever to ensure that children attending charters receive all the rights, protections, and benefits guaranteed to them under the New York State Constitution and New York education laws. Charter schools in New York have grown to the point that they are no longer an alternative laboratory but a serious educational provider on par with entire school districts. In fact, the charter school population in New York City, taken alone, would be the second-largest school district in New York State.

As the rise of the charter school movement continues, there has been a corresponding increase in student suspensions, classroom removals, and expulsions from charter schools. In fact, many advocates claim that charter schools are far more aggressive in suspending and expelling students than traditional public schools. Worse, charter school students facing exclusionary discipline are not guaranteed access to basic due process protections provided under state law because many of the schools claim they are exempt from the requirements of the law. While much of our information on these practices is anecdotal, the stories are a valuable lens for the Council in its oversight role.

In our experience, many charter schools practice an almost complete disregard of students' due process rights in disciplinary matters. These rights are guaranteed to students under New York State law, and include the right to receive notice of the charges against you and a right

¹ Geoff Decker, *New Enrollment Analysis Details Charter School Sector's Growth*, Chalkbeat New York, Apr. 22, 2014, <http://ny.chalkbeat.org/2014/04/22/new-city-enrollment-data-details-charter-school-sectors-explosion/> (last visited Apr. 29, 2013). The article noted that charter school attendance in New York City is at an all-time high 70,000 school-aged children in a district of roughly 1,300,000.

² New York City Department of Education, *2013-2014 Directory of the New York City Charter Schools*, available at <http://schools.nyc.gov/community/planning/charters/Directory.htm> (last visited Apr. 29, 2014).

³ N.Y. Educ. L. § 2850(2)(e).

to speak in your own defense. Removing a child from school, even temporarily, is a denial of their right to an education, guaranteed under the New York State constitution.

While charters are granted flexibility from many state law requirements, it is clear that they are not immune from laws that implicate health, assessments and, most importantly, civil rights.⁴ We submit to you today that state laws governing due process procedures for student discipline fall under the category of civil rights laws which charters must follow, in addition to those laws which protect against discrimination. Due process is, in some ways, the foundation of all constitutional guarantees—it is the promise that your rights cannot be limited or removed without adherence to protective procedures.

We have two specific recommendations for the New York City Council today:

- First, the Council should use its oversight authority to ensure charter schools comply with the minimum due process protections in disciplinary matters afforded to every other public school student in New York State.
- Second, the Council should amend the Student Safety Act to require charter schools to report data on student discipline in the same manner that DOE schools are required to report.

LACK OF DUE PROCESS PROTECTIONS FOR CHARTER SCHOOL STUDENTS FACING EXCLUSIONARY DISCIPLINE

The NYCLU believes the denial of due process protections to charter school students is a violation of the state law governing student discipline for public school students, N.Y. Educ. L. § 3214. The importance of this law cannot be overstated – by providing minimum due process procedures to all public school students facing exclusion from the classroom, it keeps kids in schools and off the streets.

The statute, which applies to all public schools, states that students facing a short term suspension of up to five days are entitled to certain rights (e.g., notice of the suspension, informal conference with the principal, alternative instruction while suspended, and others)⁵ and those facing a long-term suspension of six days or more are provided with additional rights (including access to an impartial hearing with the opportunity to question and present witnesses).⁶

⁴ N.Y. Educ. L. § 2854(b).

⁵ N.Y. Educ. L. § 3214(3)(b)(1). “The board of education ... shall have the power to suspend a pupil for a period not to exceed five school days. In the case of such a suspension, the suspending authority shall provide the pupil with notice of the charged misconduct. If the pupil denies the misconduct, the suspending authority shall provide an explanation of the basis for the suspension. The pupil and the person in parental relation to the pupil shall, on request, be given an opportunity for an informal conference with the principal at which the pupil and/or person in parental relation shall be authorized to present the pupil's version of the event and to ask questions of the complaining witnesses. The aforesaid notice and opportunity for an informal conference shall take place prior to suspension of the pupil unless the pupil's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the pupil's notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.”

⁶ N.Y. Educ. L. § 3214(3)(c)(1).

Charter schools and their attorneys claim that they are exempt from these requirements, which apply to all public schools. We disagree. In 1998, the New York State Legislature adopted the Charter Schools Act to establish a set of laws to govern charter schools.⁷ The Charter Schools Act provides in relevant part:

A charter school shall meet the same health and safety, *civil rights*, and student assessment requirements applicable to other public schools, except as otherwise specifically provided in this article. A charter school shall be exempt from all other state and local laws, rules, regulations or policies governing public or private schools, boards of education and school districts, including those relating to school personnel and students, except as specifically provided in the school's charter or in this article. *Nothing in this subdivision shall affect the requirements of compulsory education of minors established by part one of article sixty-five of this chapter.*⁸

Part I of Article 65, referred to in italics above, is titled “Compulsory Education.” It governs the requirements for students to attend, and be removed from, school. It contains a litany of provisions relating to the basic educational standards all New York school children are afforded (such as prohibiting discrimination based on sex, preventing child abuse, educating homeless children, etc.).⁹ Importantly, it also includes the section of the law dealing with “Student Placement, Suspensions and Transfers,” N.Y. Educ. L. § 3214.

It would be inconsistent with the express legislative intent of the Charter Schools Act to allow charters to avoid following civil rights laws written to protect the due process interests of public school students. It is difficult to understand how charter school advocates believe they are exempt from the discipline law when it is clearly a statute meant to protect students’ civil rights. It is unlikely that the drafters of the law only wanted charter schools to comply with the narrow view of “compulsory education” (i.e., age requirements of students who must attend school) advocated by some charter school attorneys. Had that been the case, the legislature would have simply stated such and cited to, N.Y. Educ. L. § 3205, the express provision of the education law that requires students to attend school until they turn 16-years-old.¹⁰

In fact, there is nothing in the Charter Schools Act that precludes adherence to minimal due process in student discipline. One of the explicit objectives of the system of charter schools is to provide additional access to learning opportunities for students who are at-risk of academic failure, that often overlap with students who experience a high degree of disciplinary issues. It can hardly be said that a system that is immune from the due process protections of N.Y. Educ. L. § 3214 furthers that objective.

⁷ N.Y. Educ. L. § 2850 *et seq.*

⁸ N.Y. Educ. L. § 2854(1)(b) (emphasis added).

⁹ N.Y. Educ. L. § 3201 *et seq.*

¹⁰ See N.Y. Educ. L. § 3205(1)(a). “In each school district of the state, each minor from six to sixteen years of age shall attend upon full time instruction.”

By way of comparison, students attending DOE schools are entitled to a strict list of due process procedures when facing an exclusion from the classroom. The regulation that governs student discipline, Chancellor's Regulation A-443, is a 69-page document with a thoughtfully constructed set of procedures that must occur before or very soon after a student is excluded.¹¹ While state law clearly permits charter schools to adopt their own codes of discipline, there must be a basic set of standards applied to all students when it comes to limiting constitutionally-guaranteed rights. At the very least, the DOE, as the authorizer of 69 of the 183 charter schools in New York City,¹² should ensure the schools under the Department's authorization are providing students with the minimum due process protections found in N.Y. Educ. L. § 3214.

A textbook example of this occurred with a client who came to the NYCLU for assistance after her son was suspended from a charter school in New York City for ten days just six weeks into his freshman year at the high school. The student, a 15-year-old Black boy, was accused of being involved in an altercation with another student at the school (it was later discovered that no physical altercation ever occurred). Because the charter school's attorney did not believe the school had an obligation to comply with N.Y. Educ. L. § 3214(3)(c)(1), typically invoked when there is a suspension for six days or more, the student's mother never received a written notice of suspension and the student was never provided with alternative instruction during his suspension.

Instead, the mother received a phone call from the charter school that her son was prohibited from coming to school for ten days and was told that the school would attempt to provide some instruction during the suspension, which never happened. The mother was told there would be a suspension hearing, but because there was no written notice provided, she never knew the date or time when the hearing would be held. The school even attempted to hold a hearing in her absence after she expressed that she wanted to attend. Another hearing was scheduled for a later date, but the school insisted the student could not return to school even though his ten day suspension had already been served.

When the NYCLU got involved, the attorneys representing the student quickly recognized the student likely had an undiagnosed disability. The attorneys also discovered the mother had expressed concerns to school staff that her son was not like his peers and seemed to have particular difficulties in school. Yet the school took no action to have the student evaluated for special education services, in violation of the obligations for students suspected of having a disability as outlined in the Individuals with Disabilities Education Act ("IDEA").¹³ While the NYCLU worked with the mother to expedite the evaluation for special education services (the student was later classified by the Committee on Special Education as Emotionally Disturbed), the suspension hearing moved forward as planned because the school maintained the student

¹¹ New York City Department of Education, *Chancellor's Regulation A-443, Student Discipline Procedures*, 2004, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf> (last visited Apr. 30, 2014).

¹² New York City Department of Education, *Charter Schools*, available at <http://schools.nyc.gov/community/planning/charters/default.htm> (last visited Apr. 30, 2014).

¹³ 20 U.S.C. § 1412(a)(3); 34 C.F.R. § 300.111(c).

could not return until a disciplinary decision was reached. At the hearing, the school requested the hearing officer (an employee of the school's charter operator) expel the student. The student had only been enrolled in the school for approximately ten weeks when the school requested expulsion. Further investigation by the NYCLU revealed that one-on-one counseling and programs guaranteed in the school's code of conduct for discipline violations were never granted to this student.

The NYCLU recommends the City Council work in close collaboration with charter schools and authorizers, including the DOE, to discuss ways in which charter schools operating within the City can offer all students facing exclusion access to meaningful due process protections.

NO ACCOUNTABILITY FOR CHARTERS THAT SYSTEMICALLY EXCLUDE VULNERABLE STUDENTS

The NYCLU has been a leader in advocating for data transparency on the numbers of students in public schools who have been disciplined. As the number of charter schools throughout New York City continues to grow, we have become very concerned about the disproportionality of Black students and students with disabilities being removed from charter classrooms. Citywide, charter schools enrolled approximately 59% Black students¹⁴ and 13% student with disabilities.¹⁵ While there is no data demonstrating the exact number of exclusions of these vulnerable students from charter schools, whether through drop-out or push-out, news reports show that this is not a minor problem that we can afford to ignore.¹⁶ Among non-charter schools, the disproportionality is significant: Black students represent more than 50% of suspensions and just 32% of enrollment. Students with disabilities are four times more likely to be suspended than those without special needs.

The NYCLU recommends the City Council amend the Student Safety Act to require collection of data from charter schools in the same manner data is collected from DOE schools.¹⁷ Parents and policymakers deserve access to disaggregated, quantitative data on students facing exclusionary discipline in charter schools including how many suspensions are occurring at

¹⁴ New York City Independent Budget Office, *New York City by the Numbers*, available at <http://ibo.nyc.ny.us/cgi-park2/?p=681> (last visited Apr. 29, 2014).

¹⁵ Marcus Winters, *Why the Gap? Special Education and New York City Charter Schools*, Manhattan Institute for Policy Research, Sep. 2013, available at http://www.crpe.org/sites/default/files/CRPE_ExecSummary_speced_gap-nyc-charters.sept13.pdf (last visited May 1, 2014).

¹⁶ See Ben Chapman, *Most Special-Education Students Drop Out of Charter Schools By Third Grade: Report*, Daily News, Jan. 10, 2014, available at <http://www.nydailynews.com/new-york/education/special-needs-students-drop-charter-schools-early-report-article-1.1571826> (last visited Apr.30, 2014); see also Juan Gonzalez, *Success Academy School Chain Comes Under Fire as Parents Fight 'Zero Tolerance' Disciplinary Policy*, Daily News, Aug. 28, 2013, available at <http://www.nydailynews.com/new-york/education/success-academy-fire-parents-fight-disciplinary-policy-article-1.1438753> (last visited Apr. 30, 2014).

¹⁷ New York City Administrative Law Title 8 § 8-1102 (hereinafter "the Student Safety Act"). The Student Safety Act requires disaggregated data reporting on the following categories when a student has been suspended from a DOE school: race/ethnicity, gender, grade level, age, special education status, English Language Learner status, disciplinary code infraction and length of suspension.

every school, the race/ethnicity, gender, age and grade of the students, whether the students have disabilities, whether the students are English Language Learners, and all of the other data points collected on traditional public school students through the Student Safety Act.¹⁸ In addition, we recommend the City Council continue to hold oversight hearings on charter school discipline issues, just as it does for DOE schools, in order to capture the equally important qualitative data that you cannot glean from the numbers alone.

CONCLUSION

In conclusion, while we recognize the City Council has somewhat limited authority to affirmatively act on the problems we have outlined, the NYCLU strongly urges the City Council to hold regular hearings on charter school accountability to shine light on the issues facing our city's schools. Without this level of continued oversight, the charter schools in New York City are likely to continue operating under the status quo possibly violating both students' rights and federal legal obligations.

¹⁸ *Id.*

**The New York City Council Committee on Education
Tuesday, May 6, 2014 10:00 A.M. Council Chambers - City Hall
T2014-0981 Oversight – Charter School Management and Accountability**

**Karen Sprowal, Former Charter School Parent
May 6, 2014**

Good morning, my name is Karen Sprowal I'm a former charter school parent, I'm here today to speak to the Council Committee on Education about the new free rent law and millions of dollars giveaway to charters schools.

Around the time my son was turning five I started getting these glossy colorful charter school brochures mailings daily. After reading them, doing a little research and meeting Eva Markowitz at a school choice fair, I became foolishly convinced that "ALL public schools particularly ones in my high ELL, district 6 were failing" and charter schools were the new progressive choice!

Display Matthew's Photos: This was my son's first week of kindergarten at Harlem Success Academy, as you can see he was very happy and so excited about leaving daycare and starting "big boy" school. But after only a few days his early school career turned into a nightmare for him and I both. After only 12 days Harlem Success Academy suspected that he had a learning disability my son along with a few others 5 y/o boys that also appeared too playful and unfocused. We all were all systematically "Counseled Out," in fact I was bullied, harassed, my son and these other boys were marginalized, we were threaten by the administrative until we were worn down and finally agreed to leave by his 3rd week of school.

To say the lease our charter school experience was devastating, his spirit and zest for learning was broken. My son entered a real public school as Dr. Fingerfoot describes (HSA psychologist) "in damaged by his initial school experience."

The contrast between HSA and public school was startling, the public school teachers were teaching in closets, hallways and on stair steps due to the lack of a shared school space. The class sizes got larger, with each year resources became more limited. Yet despite all of these realities my son was welcomed, his learning differences were valued and appreciated. They were patience and compassionate, my son not only had a new school; we had a caring and supportive community base.

I and other parents work on PTA fund raising projects, sometimes more than 40hrs in a week. As many NY PTAs we now function solely to support school budgets for the most basic and fundamental resources; from toilet paper to discontinued music/art programs and mid-year budget cuts to school support staff salaries.

Our charter school experience taught me that we have created a system where charters schools do not have to play fair or by any rules, their "cherry picking" practices among others are brutal, undemocratic, damaging to students and to the very fabric of our communities. Whats far worst, was during this experience there was NO ONE to go to for help, no recourse, no accountability; they just seem to get more public funds as in this new law, accolades and continue to expand.

"We The People" are funding a rigged, seriously flawed, un-checked and un-accountable private corporation of schools that creates horrible inequitable conditions for our Real public schools. Why are parents being pitted against privately run schools, fighting for basic entitled educational resources?

I come from a generation where I was taught that education in America was the equalizer for everyone, no matter what your religion, nationality, social or economic status. Our public schools are the life line, and pulse of our communities, not corporations!

I humbly ask this committee to do what "We the people" elected you to do for the 97% of NYS students. Amend this law; remember you work for "We the people" and not stakeholders... And we parents say enough!

My name is Esther Chamorro. My daughter attends the Mickey Mantle school.

No words. Before my daughter started attending Mickey Mantle School she said no words. Words. Words is what I hear from her. Now I am able to hear her bday words like "mama", "car", "tree", and "flower". Insignificant to some but to me a word as simple as "mama" means everything to me. A loss of words. I'm in a loss of words for the inequality, lack of consideration, and the disservice of education that is imposed on those who are innocent and cannot effectively speak for themselves to speak out against this injustice.

The kids have gym in a classroom. One room. One room to learn and play in a confined area where there's desks, chairs, and bookcases. I know what a gym looks like. I know what it is to play sports activities like basketball, soccer, and track. These kids are denied that experience. How about the kids technology room that was taken away due to the Charter school expansion as well. The world is becoming technologically advanced everyday. Just because the kids have certain ailments that does not mean they don't have feelings. It does not mean that they, that I, or the hard-working staff at Mickey Mantle cannot see the disservice being done to the children. This is a cruel and transformed way of bullying in which slowly necessary services are being striped away till there's nothing left. We must ask ourselves where do we draw the line? I ask of you to fix the wrong to make it right.

This is what we have lost:

- 1) In 2006 the co-location began with PS 811@149 losing the entire third floor of classrooms and offices on the 118th street side of the building.
- 2) In 2007 we lost the second floor which had us lose the library, the music room and the art room and the classrooms and offices on that floor of 118th Street Side.
- 3) Due to the second floor being taken we were given classrooms in PS 149 on the 117th Street side so our school was split between two buildings.
- 4) We lost our technology room at that point.
- 5) We are sharing the Auditorium, gyms, playgrounds between 4 school entities.
- 6) We have gym in the classroom 4 times a week before this proposed increased co-location.
- 7) Theatre Arts is taught in what used to be an office with no windows.



The Committee for Hispanic Children and Families, Inc.

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Testimony of Elba Montalvo

President and CEO, The Committee for Hispanic Children and Families, Inc.

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Before the New York City Council Committee on Education
May 6, 2014

Good morning, my name is Elba Montalvo. I am President and CEO of The Committee for Hispanic Children and Families, Inc. (CHCF). I want to thank the Chair and members of the Committee on Education for giving us the opportunity to testify today. Our organization supports the proposed Local Law to amend the administrative code of the city of New York, in relation to requiring the department of education to report academic and demographic information on co-located schools, including: (1) demographic information, that includes English Language Learner (ELL) and Special Education students; and (2) student academic performance, including, but not limited to scores on all state exams.

Since 1982, CHCF has combined education and advocacy to expand opportunities for children and families and strengthen the voice of the Latino community in New York. Believing that the most effective way to support Latino families is by building upon their existing strengths and fostering self-sufficiency, CHCF provides a number of services through Youth Development programs, an Early Care & Education Institute, and Policy and Advocacy initiatives. CHCF's grassroots focus makes it one of the few Latino organizations in NYC that combines direct service with policy work that amplifies Latino voices at the local, state and national levels. To that end, CHCF formed the Latino Coalition on Early Care and Education (LCECE) in 2007 to bring attention to the education needs of Latino children. LCECE is committed to increasing the availability and quality of culturally and linguistically appropriate child care and early education for Latino children and English Language Learner (ELL) students in New York. CHCF has Youth Development programs at five public school sites: P.S./M.S. 279, P.S. 59, Grace Dodge High School Campus, Bronx High School of Business and Progress High School in Brooklyn.

NCLR
NATIONAL COUNCIL OF LA RAZA

Education is a human right, essential to the exercise of all other human rights. It is the key to eradicating poverty, increasing civic participation and achieving social justice. There are 183 charters in the City that educate 58,353 students—about 6% the size of the public school student population.¹ (By comparison, New York City public schools served 982,725 students in 2012-2013, according to the Department of Education Register.)²

Charters operate independently and are not subject to many state finance regulations and disclosures, yet receive public money and operate in public spaces. Despite receiving private funding and being exempt from most DOE regulations, 114 of NYC’s 183 charters do not pay rent to the public buildings they occupy.³ In other words, taxpayers pay for charter school operations without assurance of sufficient oversight to ensure the quality and equity of their educational services.

There is no doubt that some charter schools are true community schools and have performed impressively in recent years combining a dedication to serving the community with academic innovation and high quality leadership. However, there are charter schools—such as the Success Academies—that have transgressed the ethical boundaries of educational institutions by selecting only high-performing students for admission and retention, seemingly to boost their performance numbers. CHCF is particularly alarmed that these schools have low admission and retention rates of English Language Learner students—students whose standardized test scores are typically lower than those of English Language Proficient students. Based on available data, ELL students make up only 5.4 percent of Success Academy schools’ student population.⁴ In 2011-2012, ELL students were just 5.9% of all New York City charter students,⁵ compared to 14.4% of all DOE public school students during that period.⁶ The lower enrollment of ELL

¹ *A Growing Movement: America’s Largest Charter School Communities (Eighth Annual Edition)*. (December 2013) National Alliance for Public Charter Schools. Retrieved March 31, 2014 from http://www.publiccharters.org/wp-content/uploads/2014/01/2013-Market-Share-Report-Report_20131210T133315.pdf; New York Times Editorial Board. “Charter Schools.” *The New York Times*. March 16, 2014. Retrieved March 28, 2014 from <http://www.nytimes.com/2014/03/17/opinion/charter-schools.html>

² New York City Department of Education. (2014) “Borough Enrollment Data.” New York City Department of Education. Retrieved March 31, 2014 from <http://schools.nyc.gov/AboutUs/Data/Stats/default.htm>

³ Winnie Hu. “For New York City’s Charter Schools, a Lesson on Paying Rent.” *The New York Times*. December 3, 2013. Retrieved March 28, 2014 from http://www.nytimes.com/2013/12/02/nyregion/for-new-york-citys-charter-schools-a-lesson-on-paying-rent.html?_r=0

⁴ Inside Schools. (2014). Retrieved March 31 from <http://insideschools.org/>. Data is for 2013-2014 enrollment numbers.

⁵ New York City Charter School Center. (2013) *NYC Charter Schools and Students with Special Learning Needs*. New York City Charter School Center, p. 2. Retrieved May 2, 2014 from http://www.nyccharterschools.org/sites/default/files/resources/nyccsc_special_needs_fact_sheet.pdf

⁶ New York City Department of Education. (2013) *Dream, Believe, Succeed!: A College Planning Handbook for English Language Learners and Their Families*. New York City Department of Education Office of English Language

students in charter schools overall is concerning for two reasons: it may mean that charters are intentionally not recruiting immigrant families for enrollment; or charters are not accepting or retaining ELL children because effectively working with this population requires additional resources, and their inclusion in the school could affect charter performance numbers when using test scores as indicators of success. Charter schools need only abide by minimal DOE reporting requirements, making the outside view of charters' recruitment, retention and performance metrics cloudy at best.

CHCF is not against charter schools—strong performance, educational opportunity, and parental choice for New York City families are welcome developments—but charters must be held accountable for inequities in enrollment, must offer more bilingual and dual language programs, and their financial structures must be transparent and subject to public scrutiny.

Generally, media coverage of the charter debate has emphasized charter schools' high scores on standardized tests, disregarding their low enrollment rates of ELL students.⁷ At the same time, discussions around bilingual programs in both public and charter schools are often deficit-oriented, negative and hostile, despite substantial research demonstrating their educational effectiveness.

Eva Moskowitz's Success Academy schools submitted eight charter projects, five of which were approved. In response to having three of her proposed schools rejected by the City, the founder of Success Academy spearheaded an all-out attack on the Mayor with the help of wealthy investors and lobbyists. However, none of the three Success Academy schools up for consideration had a legitimate claim to City support: two were new schools (and therefore did not have reliant student bodies) and one would have pushed students with disabilities out of its proposed colocation site.⁸ The Mayor did the right thing rejecting these proposals.

While CHCF is not opposed to charters, we are concerned about charters:

- Housing older and younger students in the same sites;
- Forcing public school administrators to use fewer resources and cut programs to make room for a charter school; and,

Learners, p. 6. Retrieved May 2, 2014 from http://schools.nyc.gov/NR/rdonlyres/2F18A225-A859-4261-B6AA-E373C5A7F567/0/050713_OELLhandbook.pdf

⁷ "NYC Charter Schools and Students with Special Learning Needs (2012-2013)." New York City Charter School Center. Retrieved March 28, 2014 from http://www.nyccharterschools.org/sites/default/files/resources/nyccsc_special_needs_fact_sheet.pdf

⁸ Diane Ravitch. (March 27, 2014). "New York Schools: The Roar of the Charters." The New York Review of Books Blog. Retrieved March 28, 2014 from <http://www.nybooks.com/blogs/nyrblog/2014/mar/27/new-york-charters-against-deblasio/>

- Apparently lacking outreach to parents of ELL students and immigrant families about selection lotteries.

We recommend that the City require charter schools to:

- Afford all student groups—particularly ELL students—equal opportunity in the placement process; and,
- Be transparent in financial disclosures, placement decisions and student retention records and report these data to the Department of Education.

We recommend that the City:

- Set standards for community outreach and education regarding the charter placement process, particularly for immigrant communities;
- Award colocations only in schools with sufficient space; and,
- Evaluate programs for all students at charter schools; if students are not performing well, the city must review and take steps for corrective action or closure.

This should not be an issue of power and money but a conversation of how to ensure that every New York City child—whether he or she attends a charter or public school—receives a high quality education that respects his or her native language and culture, celebrates diversity, and is inclusive of all student groups.

Thank you.

The New American Academy Charter School
Shimon Waronker, Founder
Testimony Presented to the New York City Council Education Committee
Collaboration and Community Panel
Tuesday, May 6, 2014

Introduction

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. My name is Shimon Waronker and I am the founder of The New American Academy Charter School and a Supervising Principal in the New York City Department of Education. Thank you for the opportunity to present testimony today.

The New American Academy Charter School is located in East Flatbush, Brooklyn. Our elementary school serves a student population that is 98.6% Black or Hispanic, 10.7% Special Education and 81.9 % Free and reduced meals.

This charter school collaborates closely with two district schools which I supervise; PS 770 in Community School District 17 and PS 274 in Community School District 9, as all three schools share the same model. District -charter collaboration at The New American Academies takes several forms:

- Joint summer training institute
- Joint monthly leadership professional development training
- Sharing hiring and onboarding practices
- Sharing peer-review systems and protocols.

Through collaborative inquiry we are continually sharing best practices to improve the experience of teachers and students.

History

I was assigned in 2004 to one of the twelve most violent schools in NYC, Jordan L. Mott, JHS 22 in the Bronx. I was the seventh principal in three years. In one year we reduced major crime by 100% and all other crime by 90%, and after four years lifted the school from a failing School Under Registration and Review (SURR) to an "A" school removed from the SURR list. (See Appendix A, The New York Times, February 8, 2008, page A1).

Then Chancellor Joel Klein sent me to the Urban Superintendents Doctoral Program at the Harvard Graduate School of Education so that I could learn how to scale the work. Five other doctoral students and I designed a new model of education that we called, "The New American Academy." (I will describe the model in the next section entitled "Model.")

When I returned from Cambridge, I spent a year as Chancellor Klein's Mentee as part of the program. As his mentee, I negotiated a "thin" contract that created a career ladder and promotions based on merit and not accumulated years of service, a longer school day, higher salaries (on average 38% more than their DOE counterparts, 1.5 hours of collaborative time daily for teachers and a much more collaborative approach to governance and hiring decisions (See Appendix B, Memorandum of Agreement signed by Chancellor Dennis Walcott and President Michael Mulgrew).

I had difficulty opening more than one New American School, so we applied for a charter school from the New York State Education Department. Both the DOE and UFT supported our application (See Appendix C, Letter of Support from President Michael Mulgrew and Appendix D, Letter of Support from Marc Sternberg, Senior Deputy Chancellor.)

The original mission of charter schools was to create innovation that could then be copied to district schools. The political scene, however, was not one of collaboration, but outright hostility as the debate became, "Who is better? District or Charter schools?" I felt that we were not helping the cause of serving our children through this debate. Instead of researching best practices, experimenting and bringing back the learning so that the system could benefit, the city became embroiled in a bitter fight over resources and space, and who is doing a better job at serving our children.

I chose the route of collaboration. I am going to share with you two quotes to highlight this collaboration: The first is from my mentor, Joel Klein and the second is from the President of the American Federation of Teachers, Randi Weingarten.

Joel Klein: "The New American Academy is an innovative, potentially very powerful way to provide education to children. It is both brilliant and scalable and holds out the hope of changing K-12 education in major ways. This is a big idea, something we desperately need if we are going to significantly change the educational outcomes for our children."

Randi Weingarten: "The New American Academy in Crown Heights, Brooklyn, New York, is creating a powerful, compelling model of what a public school in the new knowledge economy should be. Built on a foundation of teacher collaboration and professional reflection, TNAA is a wonderful place of learning for kids precisely because of its culture of trust and caring."

In the new teacher's contract there is a section that governs potentially 200 schools to apply for a different contract. Our experiment in a "thin" contract has given the union more confidence to add more schools to have the flexibility to innovate, like The New American Academy.

So what is the model that seems to have captured the imagination of such great leaders and attracted over 1000 student applications (for approximately 200 slots)? (See Appendix E, March 22, 2012 New York Times Article by David Brooks *The Relationship School*.)

Model

The New American Academy model is a collaboration between The New York City Department of Education, the United Federation of Teachers and the Harvard Graduate School of Education.

Grade Level Cohorts

TNAA teacher teams work with the same 60-65 students within a grade-level cohort. In addition to a Master Teacher, each team includes licensed Special Education and English Second Language (ESL) teachers. Developed at the Harvard Graduate School of Education this model allows for a team of four instructors, led by a Master Teacher, to plan and teach together. This ensures that novice teachers are always supported by a Master Teacher and that lesson plans are always vetted. Moreover, the variety of skills and perspectives within each team enriches every student's educational experience.

Teaching Teams

Working together within one classroom, each team has the tools and support they need to become masters of their craft. Teachers spend at least ninety minutes each day working together on lesson plans, classroom management, pedagogy, and reflection. This continuous teacher development ensures that our students receive the highest level of instruction.

Career Ladder

Research has shown that a quality teacher is the greatest single determinant of student academic success. Unfortunately, teacher ability and development is often not recognized or rewarded. A career ladder provides a continuum for teacher growth that is both supported and incentivized. The TNAA four-step career ladder (apprentice, associate, partner, master) is based on demonstrated ability, culminating with the Master Teacher. TNAA teachers receive higher salaries than their DOE counterparts with Master Teachers earning \$120,000. This attracts and retains quality teachers and ensure that the most talented teachers can remain in the classroom directly supporting student learning.

Collaborative Learning and Leadership

Our students learn from an early age to explore the world around them through collaborative inquiry and an interdisciplinary curriculum, which emphasizes small group activity and peer-to-peer learning. By problem solving as a team, students learn the value of confidence, voice, critical thinking, self-awareness, and communication. This gives them the skills they need to succeed in the world—and change it.

Differentiated Instruction

With four teachers and multiple learning centers in each classroom, students can be grouped with an unprecedented degree of differentiation. This level of targeted instruction ensures that every child maximizes his or her potential.

Learning Loops

Looping cycles allow for the development of trust and meaningful relationships between students, parents, and their teaching team, and have been proven to improve student learning both nationally and internationally. The relationships developed encourage greater parent involvement, student-to-student interdependence, and allows for targeted and differentiated teaching. Our students loop with their classmates and teaching team for five years, with a constant of at least one teacher each year. Moreover, looping allows the teacher/s on a team to inform new teacher members of students' learning profiles so that instruction can begin on the first day of school without having to spend weeks to get to know students and acculturate them into the classroom. Looping also provides a powerful and organic accountability system, as each teacher team will ultimately be directly responsible for their students' scores in the testing grades.

Reflective Practice

Reflection is the key to improvement. We reflect as a community, as teams, and as individuals to improve our practice. In addition to the daily ninety minutes of conference time each day, every team has one and a half hours each week dedicated to group reflection.

Multi-dimensional Teacher Evaluation System

Good teaching is complex and nuanced. Our teacher evaluation system draws upon a diverse range of indicators, including student testing data, peer review, and Danielson-based classroom observations to create a holistic and accurate measure of teacher performance. Our teacher evaluation will allow us to promote and reward those teachers who are effective and to remove those who are not.

Five-Week Summer Training Program

Our five-week summer training program begins with a week-long seminar at Harvard. Created in collaboration with Professors' Barry Jentz, Katherine Boles and Eileen McGowan of Harvard's Graduate School of Education (HGSE) and Professor Baruch Bush of Hofstra University, this seminar goes beyond standard professional development to focus on in-depth communication, reflection, and listening skills. Critical for any team-based environment, these skills enable our teacher-teams to maximize their collective potential and to avoid the interpersonal pitfalls and misunderstandings that often hamper collaborative efforts. These skills are then practiced throughout the next four weeks as teams create their curriculum maps, management systems, and curricula for the school year. Our five-week summer training program forms the foundation for our professional development program that continues throughout the year.

Thank you. I am happy to take any questions from the Committee.



Omigbade Escayg
Head of School/Director

Amelia Clune
Assistant Principal

Mary Kate Boesch
*Interim
Assistant Principal*

May 6, 2014

To Chairman Dromm,

Good morning Chairman Dromm and members of the New York City Council Committee on Education. My name is Michael Catlyn and I am the Vice Chairman, of the Board of Trustees of the Brooklyn Charter School (BCS). Thank you for this opportunity to present testimony today.

The Brooklyn Charter School is an independent charter that opened its doors in August 2000; we are presently a kindergarten to 5th Grade. BCS opened its door with 78 students and since then has grown to 239 students. BCS school community has about 79% free and reduce lunch students, 12% Special Education and 5% English Language Learners.

BCS prides its self in having small class sizes with 20 students per class, as well as having two teachers in each classroom. BCS structure its approach for 21st century learning by offering a high level of state-of-the-art technology. BCS provides a well rounded Education for all grades from K-5 in using Balanced Literacy, Constructivist Math, Inquiry-Based Science, Project Based Social Studies/Geography, and Traditional & non-traditional Dance and Music.

BCS currently shares space in the P.S. 23 Complex and we have shared this space with PS 23 since September 2004. BCS and PS 23 have worked collaboratively since 2004 on several school activities such as African-Cuban Percussion which entails students learning how to play conga drum taught by two Master Percussionist. BCS & PS 23 had a Winterfest Performance for both schools where both families came to see students perform.

BCS and PS 23 have enjoyed this relationship since 2004 and look forward to continuing the collaboration in the years to come.

Appendix A

The New York Times, February 8, 2004,
page A1

February 8, 2008

In Bronx School, Culture Shock, Then Revival

By ELISSA GOOTMAN

Junior High School 22, in the South Bronx, had run through six principals in just over two years when Shimon Waronker was named the seventh.

On his first visit, in October 2004, he found a police officer arresting a student and calling for backup to handle the swelling crowd. Students roamed the hallways with abandon; in one class of 30, only 5 students had bothered to show up. "It was chaos," Mr. Waronker recalled. "I was like, this can't be real."

Teachers, parents and students at the school, which is mostly Hispanic and black, were equally taken aback by the sight of their new leader: A member of the Chabad-Lubavitch sect of Hasidic Judaism with a beard, a black hat and a velvet yarmulke.

"The talk was, 'You're not going to believe who's running the show,'" said Lisa DeBonis, now an assistant principal.

At a time when the Bloomberg administration has put principals at the center of its efforts to overhaul schools, making the search for great school leaders more pressing than ever, the tale of Mr. Waronker shows that sometimes, the most unlikely of candidates can produce surprising results.

Despite warnings from some in the school system that Mr. Waronker was a cultural mismatch for a predominantly minority school, he has outlasted his predecessors, and test scores have risen enough to earn J.H.S. 22 an A on its new school report card. The school, once on the city's list of the 12 most dangerous, has since been removed.

Attendance among the 670 students is above 93 percent, and some of the offerings seem positively elite, like a new French dual-language program, one of only three in the city.

"It's an entirely different place," Schools Chancellor Joel I. Klein said in a recent interview. "If I could clone Shimon Waronker, I would do that immediately."

Not everyone would.

Mr. Waronker has replaced half the school's teachers, and some of his fiercest critics are teachers who say he interprets healthy dissent as disloyalty and is more concerned with creating flashy new programs than with ensuring they survive. Critics note that the school is far from perfect; it is one of 32 in the city that the state lists as failing and at risk of closing. Even his critics, though, acknowledge the scope of his challenge.

“I don’t agree with a lot of what he’s done, but I actually recognize that he has a beast in front of him,” said Lauren Bassi, a teacher who has since left. “I’m not sure there’s enough money in the world you could pay me to tackle this job.”

Mr. Waronker, 39, a former public school teacher, was in the first graduating class of the New York City Leadership Academy, which Mayor Michael R. Bloomberg created in 2003 to groom promising principal candidates. Considered one of the stars, he was among the last to get a job, as school officials deemed him “not a fit” in a city where the tensions between blacks and Hasidic Jews that erupted in Crown Heights, Brooklyn, in 1991 are not forgotten.

“They just said he may be terrific, but not the right person for that school,” Chancellor Klein said.

Some parents at J.H.S. 22, also called Jordan L. Mott, were suspicious, viewing Mr. Waronker as too much an outsider. In fact, one parent, Angie Vazquez, 37, acknowledged that her upbringing had led her to wonder: “Wow, we’re going to have a Jewish person, what’s going to happen? Are the kids going to have to pay for lunch?”

Ms. Vazquez was won over by Mr. Waronker’s swift response after her daughter was bullied, saying, “I never had no principal tell me, ‘Let’s file a report, let’s call the other student’s parent and have a meeting.’”

For many students and parents, the real surprise was that like them, Mr. Waronker speaks Spanish; he grew up in South America, the son of a Chilean mother and an American father, and when he moved to Maryland at age 11, he spoke no English.

“I was like, ‘You speak Spanish?’” recalled Nathalie Reyes, 12, dropping her jaw at the memory.

He also has a background in the military. Mr. Waronker joined R.O.T.C. during college and served on active duty for two years, including six months studying tactical intelligence. After becoming an increasingly observant Jew, he began studying at a yeshiva, thinking he was leaving his military training behind.

“You become a Hasid, you don’t think, ‘Oh my God, I’m going to suppress revolutions,’” Mr. Waronker said. But, he said, he drew on his military training as he tackled a school where a cluster of girls identifying themselves as Bloods stormed the main office one day looking for a classmate, calling, “We’re going to get you, you Crip.”

He focused relentlessly on hallway patrols, labeling one rowdy passageway the “fall of Saigon.” In an effort to eliminate gang colors, he instituted a student uniform policy.

He even tried to send home the students who flouted it, a violation of city policy that drew television news cameras. In his first year, he suspended so many students that a deputy chancellor whispered in his ear, “You’d better cool it.”

In trying times — when a seventh grader was beaten so badly that he nearly lost his eyesight, when another student’s arm was broken in an attack in the school gym, when the state listed J.H.S. 22 as a

failing school — Mr. Waronker gathered his teachers and had them hold hands and pray. Some teachers winced with discomfort.

At first Mr. Waronker worked such long hours that his wife, a lawyer, gently suggested he get a cot at school to save himself the commute from their home in Crown Heights.

He also asked a lot from his teachers, and often they delivered. One longtime teacher, Roy Naraine, said, “I like people who are visionaries.”

Sometimes teachers balked, as when Mr. Waronker asked them to take to rooftops with walkie-talkies before Halloween in 2006. He wanted to avoid a repetition of the previous year’s troubles, when students had been pelted with potatoes and frozen eggs.

“You control the heights, you control the terrain,” he explained.

“I said, if you go on a roof, you’re not covered,” said Jacqueline Williams, the leader of the teachers’ union chapter, referring to teachers’ insurance coverage.

Mr. Waronker has also courted his teachers; one of his first acts as principal was to meet with each individually, inviting them to discuss their perspective and goals. He says he was inspired by a story of how the late Rabbi Menachem Mendel Schneerson, the Lubavitch spiritual leader, met with an Army general, then inquired after his driver.

“That’s leadership,” he said, “when you’re sensitive about the driver.”

Lynne Bourke-Johnson, now an assistant principal, said: “His first question was, ‘Well, how can I help you, Lynne?’ I’m like, ‘Excuse me?’ No principal had ever asked me that.”

The principal enlisted teachers in an effort to “take back the hallways” from students who seemed to have no fear of authority. He enlisted the students, too, by creating a democratically elected student congress.

“It’s just textbook counterinsurgency,” he said. “The first thing you have to do is you have to invite the insurgents into the government.” He added, “I wanted to have influence over the popular kids.”

These days, the congress gathers in Mr. Waronker’s office for leadership lessons. One recent afternoon, two dozen students listened intently as Mr. Waronker played President Franklin D. Roosevelt’s address after the bombing of Pearl Harbor, then opened a discussion on leadership and responsibility.

When an etiquette expert, Lyudmila Bloch, first approached principals about training sessions she runs at a Manhattan restaurant, most declined to send students. Mr. Waronker, who happened to be reading her book, “The Golden Rules of Etiquette at the Plaza,” to his own children (he has six), has since dispatched most of the school for training at a cost of \$40 a head.

Flipper Bautista, 10, loved the trip, saying, “It’s this place where you go and eat, and they teach you how to be first-class.”

In a school where many children lack basic reading and math skills, though, such programs are not

universally applauded. When Mr. Waronker spent \$8,000 in school money to give students a copy of “The Code: The 5 Secrets of Teen Success” and to invite the writer to give a motivational speech, it outraged Marietta Synodis, a teacher who has since left.

“My kids could much better benefit from math workbooks,” Ms. Synodis said.

Mr. Waronker counters that key elements of his leadership are dreaming big and offering children a taste of worlds beyond their own. “Those experiences can be life-transforming,” he said.

So when Emmanuel Bruntson, 14, a cut-up in whom Mr. Waronker saw potential, started getting into fights, he met with him daily and gave him a copy of Jane Austen’s “Emma.”

“I wanted to get him out of his environment so he could see a different world,” Mr. Waronker said.

Mr. Waronker has divided the school into eight academies, a process that has led to some venomous staff meetings, as teachers sparred over who got what resources and which students. The new system has allowed for more personalized environments and pockets of excellence, like an honors program that one parent, Nadine Rosado, whose daughter graduated last year, called “wonderful.”

“It was always said that the children are the ones that run that school,” she said, “so it was very shocking all the changes he put in place, that they actually went along with it.” Students agree, if sometimes grudgingly, that the school is now a different place.

“It’s like they figured out our game,” groused Brian Roman, 15, an eighth grader with a ponytail.

Back in Crown Heights, Mr. Waronker says he occasionally finds himself on the other side of a quizzical look, with his Hasidic neighbors wondering why he is devoting himself to a Bronx public school instead of a Brooklyn yeshiva.

“We’re all connected,” he responds.

Gesturing in his school at a class full of students, he said, “I feel the hand of the Lord here all the time.”

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Appendix B

Memorandum of Agreement signed by
Chancellor Dennis Walcott and President
Michael Mulgrew

**MEMORANDUM OF AGREEMENT
NEW AMERICAN ACADEMY**

Memorandum of Agreement (the "Agreement") entered into this 29th day of April , 2013, by and between the Board of Education of the City School District of the City of New York (hereinafter the "Department") and the United Federation of Teachers, Local 2, AFT, AFL-CIO (hereinafter the "UFT") modifying the collective bargaining agreements between the Department and the UFT covering Teachers (hereinafter the "Teacher CBA") and Teacher Aides, Educational Assistants, Educational Associates, Auxiliary Trainers and Bilingual Professional Assistants (the "Paraprofessional CBA").

Nothing in this Agreement shall constitute a waiver or modification of any provision of the Teacher CBA and Paraprofessional CBA, other agreement between the Department and the UFT, applicable Department by-laws, policies, and regulations of the Chancellor, or past practice except as specifically set forth herein.

The Department shall create a school, which shall be known as the New American Academy, at 60 East 94th Street, Brooklyn in District 17 (P.S. 770). The Department shall also create a school, which shall be known as the New American Academy at Roberto Clemente State Park at 275 Harlem River Park Bridge, Bronx, in District 9 (P.S. 274). This Agreement applies to the New American Academy and the New American Academy at Roberto Clemente State Park (the "New American Academies") only. This Agreement (including, but not limited to, the salary schedules) is not a precedent for any other Department school or program. The salary schedules set forth in this Agreement shall not be admissible or citable in any proceeding, including any Fact-Finding hearing in connection with successors to the 2007-2009 collective bargaining agreements between the Department and the UFT, except to enforce the terms of this Agreement.

Mission: The UFT and Department (the "parties") agree that the New American Academies are an innovative educational model worthy of their support, and that they will work to establish in the school a culture of partnership and collaborative decision-making in the pursuit of educational excellence.

Selection Process: All positions, as set forth below, at the New American Academies will be advertised through a city-wide posting.

The New American Academies shall utilize the following selection process for each school: A Personnel Committee shall be established which shall consist entirely of the Head Master and all of the Master Teachers (as that position is defined herein). The Personnel Committee shall establish a rubric for assessing the qualifications of candidates, interview candidates and select all staff to be assigned to the school subsequent to the date of this Agreement. The selection shall not be grievable, except that an individual may grieve a failure to follow the procedure in this Agreement for selecting candidates.

Prior to beginning work at one of the New American Academies, all teachers shall complete a five (5) week pre-service training during the summer, provided that any teacher who commences work at one of the New American Academies on or subsequent to the first day that teachers report in September, shall attend the pre-service training held the next summer. Teachers shall be compensated for attendance at the pre-service training at the training rate specified in the Teacher CBA.

Salary/Positions: The following teaching positions shall be available at the New American Academies: Apprentice Teacher, Associate Teacher, Partner Teacher and Master Teacher (together, "Teachers"). The following paraprofessional positions shall be available at the New American Academies: Teacher Aide, Educational Assistant, Educational Assistant Educational Associate, Auxiliary Trainer and Bilingual Professional Assistant (together, "Paraprofessionals").

Salaries for all Teachers assigned to the New American Academies are set forth in Appendix A. Teachers shall be placed on the salary schedule based on their step and educational qualifications. For purposes of this paragraph, a Teacher's step and educational qualifications lane will be determined in the same manner as provided in the Teacher CBA, provided however that the Personnel Committee shall determine whether a Teacher on step two (2) shall be an Apprentice Teacher or an Associate Teacher. Except as modified herein, Teachers shall advance on the steps and across educational qualification lanes in the same manner as all Teachers covered by the Teacher CBA. A Teacher on step four (4) that has completed probation shall be a Partner Teacher. A Teacher on step four (4) that has not completed probation shall be an Associate Teacher.

Salaries for all Para-Professionals assigned to the New American Academies are set forth in Appendix B.

Notwithstanding the term of this Agreement, the UFT and the Department agree to renegotiate the New American Academies' salary schedules for Teachers and Paraprofessionals as part of

successor agreement(s) to the 2007-2009 Teacher CBA and Paraprofessional CBA for any period of time prior to the expiration of this Agreement.

Schedule: The school day for Teachers and Paraprofessionals serving at the New American Academies shall be seven (7) hours and ten (10) minutes, inclusive of a thirty-five (35) minute duty-free lunch, and will start no earlier than 8:00 a.m. and end no later than 4:30 p.m.

The Teachers' seven (7) hours and ten (10) minute school day shall include five (5) hours and five (5) minutes for classroom instruction, a thirty-five (35) minute duty-free lunch period, and a ninety (90) minute Collaboration Period (as defined herein). The configuration of this time within the day shall be decided by the Head Master in collaboration with the UFT Chapter.

In addition, Teachers shall attend all meetings delineated for Teachers working for the Department under its By-Laws, which shall be scheduled consistent with the Teacher CBA, relevant arbitral precedents, and past practice. Teachers shall also be required to attend parent-teacher conferences which shall be scheduled consistent with Department regulations and past practices, the Teacher CBA, relevant arbitral precedents, and past practice.

Master Teachers shall work an additional ten (10) hours per month. These additional hours shall be scheduled at a regular, mutually agreeable time, immediately before or after school, except that no such meeting shall start earlier than 7:00 a.m. or end later than 5:30 p.m. This time shall be used for consultation and joint professional work with the Head Master.

The Collaboration Period shall be used in such manner as to enable Teachers to further their professional work for the purpose of their greater classroom effectiveness. The Collaboration Period shall be used for professional, job-related work which may include but is not limited to preparation for classes, preparation of teaching material, analyzing student performance data (including the use of ARIS), common planning, presentation of or attendance at demonstration lessons, participation in teacher training, and conferences with the Head Master, with other teachers, staff or parents. The specific professional work, consistent with this Agreement and the Teacher CBA, to be performed during any individual Collaboration Period shall be jointly determined by each cohort team (as defined below), provided however that, on a given day, if an unusual or compelling circumstance necessitates it, the Head Master may, in consultation with the Chapter Leader, assign to a cohort team or an individual teacher a particular type of professional work consistent with this Agreement and the Teacher CBA.

The Department has the discretion to designate four (4) half days during the school year for professional development. The content of the professional development shall be determined by the Head Master in consultation with the UFT chapter.

Class Size: Article 7(M)1-3 of the Teacher CBA shall not apply to the New American Academy. The size of classes at the New American Academy shall be a maximum of sixty (60) students per class and no fewer than four (4) teachers shall be assigned to each class. However, this agreement shall have no precedential value or be admissible in any class size grievance or arbitration hearing except with regard to the New American Academy.

Bonus: The parties agree at some point to discuss the possibility of establishing a performance bonus program for Teachers and Paraprofessionals working in the New American Academy.

Removal/Return to Prior Position: A Teacher or Paraprofessional may voluntarily leave his/her assignment at one of the New American Academies at any time and the Headmaster shall have the authority to remove a teacher from his/her assignment at one of the New American Academies at any time. A Teacher or Paraprofessional that leaves or is removed from his/her assignment at one of the New American Academy, for any reason, will receive all credit (including, but not limited to, seniority) for the time worked in the New American Academies and will be placed at, and compensated at, the applicable salary step set forth in the Teacher CBA or Paraprofessional CBA in accordance with his/her seniority.

A Teacher who voluntarily or at the request of the Head Master leaves one of the New American Academies and is unable to obtain a placement through the Open Market System, shall be placed in the Absent Teacher Reserve in either (i) District 17 in the case of a person that leaves New American Academy or in District 9 in the case of a person that leaves New American Academy at Roberto Clemente State Park or (ii) the district s/he served in prior to coming to one of the New American Academies (if different). The teacher shall select from the aforementioned options.

A Paraprofessional who voluntarily or at the request of the Head Master leaves New American Academy shall be placed in a vacancy or in excess in either (i) District 17 in the case of a person that leaves New American Academy or in District 9 in the case of a person that leaves New American Academy at Roberto Clemente State Park or (ii) the district s/he served in prior to coming to one of the New American Academies (if different). The Paraprofessional shall select from the aforementioned options if there are either vacancies in both districts or no vacancies in either district.

Paraprofessional Assignment: A Paraprofessional that would have been assigned to the New American Academy pursuant to Article 12(D) of the Paraprofessional CBA shall have the right to refuse that assignment, provided that if no Paraprofessional in excess is willing to serve and a paraprofessional in the New American Academy is needed at the New American Academy to fulfill a legal mandate (e.g. an IEP mandate) the DOE retains the right to place a Paraprofessional in excess involuntarily at New American Academy, consistent with the Paraprofessional CBA. If a Paraprofessional is involuntarily assigned to New American, the placement shall last only until the DOE can find a Paraprofessional willing to serve at New American. In selecting which Paraprofessional in excess shall be involuntarily assigned to New American, the DOE shall, to maximum extent possible, not select a Paraprofessional for whom assignment to New American would constitute a personal, family, medical or travel hardship. When a Paraprofessional that is involuntarily assigned to New American Academy leaves the assignment, he/she will be considered to have voluntarily left New American Academy for purposes of this Agreement.

Grievance Process: The grievance process set forth in Articles 22 of the Teacher CBA and the Paraprofessional CBA shall be modified with respect to New American Academy as follows: All Grievances (as defined in the Teacher CBA and the Paraprofessional CBA) that cannot be resolved on an informal basis at the school-level shall be filed at Step 2 (the Chancellor's level) within thirty (30) days of the act or condition that is the basis for the grievance. The Chancellor will respond to the grievance in accordance with Article 22 of the Teacher CBA and the Paraprofessional CBA. In the event the grievance cannot be resolved at Step 2, the Union may submit the grievance to an arbitrator in accordance with Article 22(C) of the Teacher CBA and the Paraprofessional CBA.


Term: This agreement will be in effect through the 2015-2016 school year. It shall sunset at the end of the 2015-2016 school year.

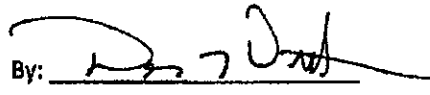
Extension of New American Academy: The parties shall give full consideration to the extension of the New American Academy model to additional new schools, with any contractual terms of such expansion to be negotiated in a separate agreement.

IN WITNESS THEREOF NOW, THEREFORE, it is mutually agreed as follows:

**United Federation of Teachers, Local 2
AFT, AFL-CIO**

**Board of Education of the City School
District of the City of New York**

By: 
Michael Mulgrew
President

By: 
Dennis Walcott
Chancellor

NAA Paraprofessional Salary Schedule
5% Premium over Contractual Para Schedule

		Base + 5 YR	Base + 15
	Base Pay	Long	YR Long
Teacher Aide	\$ 22,799	\$ 23,324	\$ 24,465
Ed. Asst.	\$ 25,927	\$ 26,452	\$ 27,593
Ed. Asst. A-1	\$ 26,290	\$ 26,815	\$ 27,956
Ed. Asst. A-11	\$ 26,648	\$ 27,173	\$ 28,314
Ed. Asst. B	\$ 27,660	\$ 28,185	\$ 29,326
Ed. Assoc.	\$ 31,634	\$ 32,159	\$ 33,300
Aux. Trainer	\$ 33,363	\$ 33,888	\$ 35,029
Bil. Prof. Asst. 2	\$ 33,363	\$ 33,888	\$ 35,029
Ed. Assoc. A./Aux. Trainer A	\$ 34,217	\$ 34,742	\$ 35,883
Ed. Assoc. B./Aux. Trainer B	\$ 36,267	\$ 36,792	\$ 37,933
5 year Longevity	\$ 525		
15 year Longevity	\$ 1,666		

Appendix C

Letter of Support from President Michael
Mulgrew

Appendix D

Letter of Support from Marc Sternberg,
Senior Deputy Chancellor



United Federation of Teachers
A Union of Professionals

July 25, 2012

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

Dear Director Chuang:

I am writing to express my support for the New American Academy Charter School.

It is one thing to talk the talk of educational innovation, and quite another thing to walk the walk of creating innovative schools. Shimon Waronker and the New American Academy teachers have walked the walk in P.S. 770, establishing a truly innovative school that models what a public school should be in a knowledge economy and a democratic society.

The New American Academy is a school that focuses on the quality of relationships, particularly the teacher-student relationship. It demonstrates that a school that is an intellectually exciting and challenging place for adults will be a school that is an intellectually exciting and challenging place for students. It shows that inner city students can academically excel in a nurturing environment and with an engaging curriculum, vanquishing the notion that schools for poor children need to be modeled after military boot camps.

All of this is possible because of the school's innovative design: its five-year looping cycles for students, its four-person teachers teams, its 15:1 teacher student ratio, and its unique career ladder and master teacher model. This design empowers and supports both students and teachers.

I have visited P.S 770 twice this past year and have had the pleasure of seeing how the model's innovative practices have led to high levels of teacher professionalism, commitment, and outsized student achievement. Out of the 34 schools with Master Teacher programs inside the New York City Department of Education, this is the only one program that works.

I applaud Shimon Waronker's decision to invest in the systems and structures that attract, develop, and support teachers. I am confident that as a result his students will continue to grow and develop. The New American Academy Charter School will be a wonderful addition to the ranks of New York City public schools, a charter school that remains faithful to the original charter school mission of educating all students, empowering educators and sharing innovations with all public schools. I look forward to working with Shimon to expand educational opportunities for all of New York City's children.

Sincerely,

Michael Mulgrew
President
United Federation of Teachers

52 Broadway, New York, NY 10004 212.777.7500 www.uft.org

Officers: Michael Mulgrew *President*, Michael Mendel *Secretary*, Mel Aaronson *Treasurer*, Robert Astrowsky *Assistant Secretary*, Mona Romain *Assistant Treasurer*
Vice Presidents: Karen Alford, Carmen Alvarez, Leo Casey, Richard Farkas, Catalina Fortino, Sterling Roberson



**Department of
Education**

Dennis M. Walcott, Chancellor

July 23, 2012

Cliff Chuang

NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

Dear Mr. Chuang,

I am writing to express my strong support for The New American Academy Charter School. Developed at the Harvard Graduate School of Education, The New American Academy model is being implemented at P.S 770 with great success. I have had the pleasure of watching the model in action and was impressed by its rigor, accountability, and transparency. Specifically, its four-person teaching teams, which are led by embedded master teachers, ensure constant collaboration among staff, in addition to providing a natural career ladder for teachers.

Research suggests that teacher quality is the most significant determinant of student achievement. The model's six-step hiring process, five-week summer training program, skill-based salary structure, and peer-review process is designed to attract, develop, and retain high-quality talent. It is exactly the sort of innovation that we need citywide.

I have known Shimon Waronker for more than a decade, dating back to our time together as principals in the Bronx. I look forward to continuing our work together to expand educational opportunities for New York City's children. The New American Academy Charter School will be a valuable addition to the New York City public school system.

Sincerely,

A handwritten signature in black ink, appearing to read "Marc Sternberg".

Marc Sternberg
Deputy Chancellor for Portfolio Planning
New York City Department of Education

Appendix E

March 22, 2012

New York Times Article by David Brooks
The Relationship School.

March 22, 2012

The Relationship School

By **DAVID BROOKS**

Usually when you visit a school you walk down a quiet hallway and peer in the little windows in the classroom doors. You see one teacher talking to a bunch of students. Every 50 minutes or so a chime goes off and the students fill the hallway and march off to their next class, which is probably unrelated to the one they just left.

When you visit The New American Academy, an elementary school serving poor minority kids in Crown Heights, Brooklyn, you see big open rooms with 60 students and four teachers. The students are generally in three clumps in different areas working on different activities. The teachers, especially the master teacher who is floating between the clumps, are on the move, hovering over one student, then the next. It is less like a factory for learning and more like a postindustrial workshop, or even an extended family compound.

The teachers are not solitary. They are constantly interacting as an ensemble. Students can see them working together and learning from each other. The students are controlled less by uniform rules than by the constant informal nudges from the teachers all around.

The New American Academy is led by Shimon Waronker, who grew up speaking Spanish in South America, became a U.S. Army intelligence officer, became an increasingly observant Jew, studied at yeshiva, joined the Chabad-Lubavitch movement, became a public schoolteacher and then studied at the New York City Leadership Academy, which Mayor Michael Bloomberg and the former New York Schools chancellor, Joel Klein, founded to train promising school principal candidates.

Just another average résumé.

At first, he had trouble getting a principal's job because people weren't sure how a guy with a beard, kippa and a black suit would do in overwhelmingly minority schools. But he revitalized one of the most violent junior high schools in the South Bronx and with the

strong backing of both Klein and Randi Weingarten, the president of the teachers' union, he was able to found his brainchild, The New American Academy.

He has a grand theory to transform American education, which he developed with others at the Harvard School of Education. The American education model, he says, was actually copied from the 18th-century Prussian model designed to create docile subjects and factory workers. He wants schools to operate more like the networked collaborative world of today.

He talks fervently like a guerrilla leader up in the mountains with plans to take over the whole country. For the grandly titled New American Academy, he didn't invent new approaches, as much as combine ones from a bunch of other schools.

Like the Waldorf schools, teachers move up with the same children year after year. Like Hogwarts, students are grouped into Houses. Like Phillips Exeter Academy, students are less likely to sit at individual desks than around big tables or areas for teacher-led discussions.

The students seem to do a lot more public speaking, with teachers working hard to get them to use full sentences and proper diction. The subjects in the early grades (the only ones that exist so far) are interdisciplinary, with a bias toward engineering: how flight, agriculture, transportation and communications systems work. The organizational structure of the school is flattened. Nearly everybody is pushed to the front lines, in the classroom, and salaries are higher (master teachers make \$120,000 a year).

The New American Academy takes a different approach than the other exciting new education model, the "No Excuses" schools like Kipp Academy. New American is less structured. That was a problem at first, but Waronker says the academy has learned to get better control over students, and, on the day I visited, the school was well disciplined through the use of a bunch of subtle tricks.

For example, even though students move from one open area to the next, they line up single file, walk through an imaginary doorway, and greet the teacher before entering her domain.

The New American Academy has two big advantages as a reform model. First, instead of running against the education establishment, it grows out of it and is being embraced by the teachers' unions and the education schools. If it works, it can spread faster.

Second, it does a tremendous job of nurturing relationships. Since people learn from people they love, education is fundamentally about the relationship between a teacher and student. By insisting on constant informal contact and by preserving that contact year after year, The New American Academy has the potential to create richer, mentorlike or even familylike relationships for students who are not rich in those things.

It's too soon to say if it will work, especially if it's tried without Waronker and the crème-de-la-crème teachers he has recruited, but The New American Academy is a great experiment, one of many now bubbling across the world of education.

COALITION OF COMMUNITY CHARTER SCHOOLS

Vasthi Acosta-Head of School/Principal

Amber Charter School

Stacey Gauthier, Founder & Principal

The Renaissance Charter School

Rafiq R. Kalam Id-Din II, Esq.-Founder, Managing Partner & Lead Teacher

TFOA-Professional Prep Charter School

Testimony Presented to the New York City Council Education Committee

Oversight Hearing on Charter School Management and Accountability and Intro 0012-2014

Tuesday, May 6, 2014

Introduction

Good afternoon, Chairman Dromm and members of the New York City Council Committee on Education. We are members of the Coalition of Community Charter Schools, and would like to begin by thanking you for the opportunity to present testimony today. Today you will hear from a number of our member schools about the nature and mission of our Coalition, including the work we seek to do to serve the children of our City, particularly some of the most at-risk and underserved. Significantly, we seek to utilize our testimony today to highlight the innovative and effective practices we have and continue to implement, while simultaneously noting the work we have left to do to address ongoing concerns and realize our full aspirations as system-wide collaborators and laboratories of innovation.

WHO WE ARE

The Coalition of Community Charter Schools provides a voice for the many community-oriented public charter schools in New York City. The Coalition endeavors to grow and sustain a vibrant, collaborative, and high-quality charter school sector that meets the diverse educational needs of all students, particularly those who have traditionally been underserved.

Our growing Coalition includes over 50 New York City charters that educate over 15,000 students.

STATEMENT OF PRINCIPLES

The Coalition of Community Charter Schools is a group of public charter schools and organizations in New York City that envision a positive and collaborative role for charter schooling as part of our public education system. Located in different boroughs, serving students of all grade levels with varying needs, and implementing a range of instructional and organizational models, the Coalition aims to exemplify the diversity, innovation, quality, and commitment-to-community that inspired the original vision of the public charter school movement.

Community charter schools are the majority of charter schools, both in New York and nationally. Our city and country have a long history of partnership between government and charitable, non-profit organizations. At their best, community charter schools are part of a time-honored tradition of civil society working to advance the public good.

We reaffirm that charter schools are public schools. *We are committed* to transparency in our practices and accountability to our students, parents, government authorizers, and the public at-large. Our schools are open, welcoming, and responsive to our many stakeholders.

We commit to providing a high-quality education to students who reflect our communities and neighborhoods, particularly students with the greatest educational needs. We endeavor to make proactive, positive efforts to recruit, retain and serve the highest-need students, such as students with disabilities, English language learners, students from low-income backgrounds, and students with challenging life circumstances. We are determined to educate all of our students to the best of our ability, every day.

We believe that parent, caregiver, and community engagement is essential to student success. As community charter schools, we are committed to informing our decision-making with feedback from our students, families and the community at-large. They are not our customers; they are our partners.

We seek out opportunities to collaborate. Successful educational practices abound in New York City, among district, charter, and independent schools. Schools in our coalition have established thriving partnerships with other schools and seek out opportunities to learn from and exchange ideas with our colleagues.

Our independence is a public trust. Our autonomy provides the freedom to innovate and differentiate. As a consequence, we have an obligation to research, develop and implement new ideas, practices and strategies. We must also tailor our instructional programs to the unique needs of our students. Moreover, we must share these practices, serving as a laboratory for all other public schools.

We believe that all students and families have the right to choice in education. School is not a one-size-fits-all proposition, and each student has unique needs. Our parents, students, and caregivers choose our schools and trust that we will provide the best possible education for their child. We support their right to make that choice, and will do everything in our power to fulfill our responsibility to provide them with a high-quality education.

Thank you for your time, and we are happy to take any questions from the Committee.



Testimony Presented to the New York City Council Education Committee
Rafiq R. Kalam Id-Din II, Esq.
Founder, Managing Partner & Lead Teacher

Oversight Hearing on Charter School Management and Accountability and Intro 0012-2014
Tuesday, May 6, 2014

Good afternoon, Chairman Dromm and members of the New York City Council on Education. My name is Rafiq Kalam Id-Din and I am the Founder, Managing Partner and a Lead Teacher of the TFOA-Professional Prep Charter School. Thank you for the opportunity to provide testimony today.

616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787
www.tfoaprofessionalprep.org

Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

Who we are

Teaching Firms of America (TFOA)-Professional Preparatory Charter School is a unique community-based public elementary school in Bedford Stuyvesant, Brooklyn (CSD 16), built around its innovative "Teaching Firm" charter school model. The Teaching Firm model is the first teacher-led school model of its kind, designed to dramatically improve the quality of schools by transforming them into enterprises that are led and managed by small groups of talented, experienced, innovative and entrepreneurial teacher-leaders. TFOA's mission is to provide a fun, holistic, college-, career- and life-successful elementary school experience to low-income inner-city youth, where students are nurtured, challenged and ultimately cultivated into highly informed, creative and critically thinking young leaders.

Who we serve

Founded in 2011, we serve a highly at-risk population in the heart of Bedford Stuyvesant, where the median income is one of the lowest in New York State and the unemployment rate is among the highest. We are a Title I school, with over 90% of our students qualify for free and reduced priced lunch. Our students hail from 28 countries, with a 12% special education population, and 8% English Language Learners (ELLs).

As active and involved members of our community, we remain in constant dialogue and collaboration with the myriad of stakeholders in our Bedford Stuyvesant community, from our parents and families, to our co-located campus school partner, to local CBOs and elected officials. We are active in many local education improvement and organizing efforts, chief among them as founding and active members of the Central Brooklyn Community Stakeholders Council.

What we believe

We believe that in order to accomplish our mission and prepare our students to compete in the 21st Century global economy, we must provide them with a world-class education. We believe that a school that provides a world-class education is one that is driven by the provision of extraordinary holistic instructional service offered by highly talented, holistic, diligent and powerfully incentivized instructional professionals (teachers). The charter school mechanism has allowed us the freedom and flexibility to innovate and re-engineer the "school" from the ground up as a professional service enterprise built around teachers and teaching, one that offers teachers unprecedented autonomy, control and compensation in exchange for unprecedented instructional service, accountability and, we expect, results.

At its core, our educational philosophy is built upon seven core beliefs:

1. Black and Latino students (particularly males) from economically disadvantaged inner city communities suffer significant and long-term harm from the inadequate instruction they receive in the earliest portion of their schooling lives.



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2. Focusing on closing the achievement gap is not enough to address the problems of unemployment, poverty and incarceration that plague inner city communities (like Bedford Stuyvesant Brooklyn)—schools that serve our nations most socio-economically disadvantaged communities must focus on preparing students for success in our nation's most competitive colleges and universities if we are to address these social ills significantly.
3. Every student can excel, and great schooling produces great people who can and will positively change our world—by failing to cultivate the potential talent and leadership from disadvantaged inner city communities, our country is missing millions and millions of opportunities to cure cancer, negotiate Middle East peace, reverse climate change, explore deep space, etc., etc.
4. To create a world-class school, the bar for students AND teachers must be set at excellence for students' and teachers' performance.
5. Student achievement is driven primarily by excellent instruction that is holistic, brain-based, data driven, engaging and relevant to our 21st Century global marketplace. .
6. The most powerful and engaging instruction (i.e. that which will prepare students for success in college and life), is integrated and interdisciplinary, pedagogy that teaches and trains students to learn to see and master the interconnectedness of our world.
7. The most powerful and engaging instructors are those who are incentivized and competitively compensated within an instructional enterprise that treats teachers as professionals and regards students as clients in a manner similar to their legal and medical peers; higher accountability must yield higher autonomy, and vice versa.

How we serve

One of our most important (and successful) practices has been the fuller realization of teacher autonomy. A bedrock organizational component of our Teaching Firm structure, teacher autonomy has contributed significantly to the establishment of the kind of professional ecosystem that has helped us accomplish two equally important tasks: 1) deepen the practice of the most powerful elements of our model and approach (holistic, integrated instruction, differentiated, inquiry-based instruction, multifaceted data analysis, leadership development, culturally responsive pedagogy, etc.); and 2) concurrently enable us to better identify and evolve strategies and practices that need improvement or sunseting (over-reliance on whole class direct-instruction, external-control behavior management, inattention to utilization of brain function and developmental research, etc.).

In practice, we've witnessed teacher autonomy engender an action-oriented perspective in our teaching staff that has yielded a greater sense of control over (and responsibility for) the whole of our schooling enterprise. This dual sense of control and accountability has manifested in our instructional staff's continuous engagement with each other as professional colleagues tussling over the most important questions of "what works?" and "what's not working?". In such a professional environment, leadership (i.e. the Partners) is not viewed as the sole source of new ideas, instructional strategies, innovative thinking or leadership itself. Instead, we have successfully multiplied the sources of such knowledge and thinking from the few to the many—the open (and embraced) expectation is that everyone contributes to our professional learning and growth. The result has been the introduction of new instructional tools and techniques like:

- neuro-pedagogy (utilization of neuroscience, brain function and developmental research);
- focus on developing executive functioning skills;
- culturally responsive and integrated pedagogy
- deployment of differentiated learning environments;
- differentiated instruction (including mixed-ability grouping);
- integration of leadership and culture into subject-matter instruction.

Our learning environment is a very positive, fun, holistic and culturally responsive one. We



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Vision

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work hard to stay closely aligned to the environmental aspirations outlined in our charter and utilize both quantitative and qualitative data to inform how well we do so (and to facilitate appropriate adjustments and improvements). To date we have experienced tremendous success, particularly in the following areas:

- leadership development
- student retention
- student satisfaction
- attendance
- suspension rates
- parent satisfaction

Much of our success thus far has resulted from a great utilization and practice of existing components of our model and approach, like:

- utilization of data analysis to drive instructional planning;
- differentiated instruction that not only accounts for IEP and ELL students;
- integration of reading skills practice across content areas;
- integration of critical reading and analysis skills across content areas;
- integrated content exploration and exposure;
- inquiry and choice-based behaviorally management practice;
- support of daily engagement of specials (integrated arts, Spanish language instruction, Soccer and recess).

We also focus on facilitating a dramatic decrease in the utilization of following practices we've identified as particularly deleterious and counter productive:

- utilization of whole class direct-instruction as a primary instructional strategy;
- external-control behavior management (i.e. behavior charts, fictitious currency systems that marry behavior outcomes to pseudo-monetary awards and automatic penalties);
- misalignment between homework and classroom practice.

Finally, our school environment is one that is very responsive to a holistic data set that includes far more than academic outcomes as measured by the New York State Standardized Assessments. These additional data sets include (but are not limited to):

- parent surveys;
- student surveys;
- teacher surveys;
- 360-professional surveys;
- interim academic assessments;
- developmental reading assessments;
- observations;
- individualized instructional coaching feedback;
- instructional video review and analysis.

Thank you all for this opportunity to share our story with you, and we look forward to continued partnership and collaboration to do all we can to dramatically improve education for every child in our City, particularly our most at-risk and underserved.

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

Testimony Presented to the New York City Council Education Committee
Stacey Gauthier, Principal

Oversight Hearing on Charter School Management and Accountability and Intro 0012-2014
Tuesday, May 6, 2014

Good Afternoon, Chairman Dromm and members of the New York City Council on Education. My name is Stacey Gauthier and I am the Principal of the Renaissance Charter School. Thank you for the opportunity to provide testimony today.

Renaissance is a K-12 public charter school located in Jackson Heights, Queens. The school was created in April 1992 by 15 teachers and parents who were concerned about the future of NYC and its children and believed that a school model that valued collaboration, community and humanistic education would promote student academic success, social-emotional well-being and happiness

While many charter schools are one or two years old -- Renaissance began 22 years ago, as one of New York City's first "New Visions" schools. In May, 2000 we converted to become one of the city's first charter schools. We converted to charter status because we were firmly committed to the intent of The New York Charter School Act which includes: improving student learning, increasing learning opportunities for all students, especially those at-risk of academic failure, using different and innovative teaching methods, creating opportunities for teachers, school leaders and staff and increased autonomy in exchange for accountability. As a conversion charter school, we are fully unionized having members in the CSA, UFT and DC 37. Renaissance was awarded a full 5-year charter renewal in 2005, a second full 5-year renewal in 2010 and will again be requesting a full 5-year renewal in 2015.

Our mission is to foster educated, responsible, humanistic young leaders who will, through their own personal growth, spark a "renaissance" in New York. Renaissance provides a supportive environment where staff and parents work together to develop students' academic and leadership skills. Over 2,500 students have applied for the 2014-2015 school year for 58 lottery seats.

Renaissance has 545 predominantly minority students (over 80%), and 71% receive free or reduced meals. Approximately 15% of our students are students with disabilities, with the highest concentration in our high school. 6% of our students are currently classified as English Language Learners with a larger percentage who have tested out but still have learning needs. The school has an inclusion model for both ELL and special education students, including students from District 75 who are integrated into our general education program. This group of autistic students is mainstreamed into the nurturing environment at Renaissance since kindergarten, and we are proud that the first cohort graduated in June of 2010.

The majority of our students come from northwestern Queens County (CSD 30), which includes the neighborhoods of Jackson Heights, East Elmhurst, North Corona, Woodside, Sunnyside, Astoria and

"Developing Leaders for the Renaissance of New York"

Long Island City. These communities are characterized by rich economic and ethnic diversity and haunting economic disparities.

I am here to present a face to the charter movement that is often not talked about and does not get nearly the amount of press coverage as some of the recent news stories regarding charter schools. As a founding member of the Coalition of Community Charter Schools, I can definitely say that Renaissance lives the principles outlined for you in the earlier part of our panel's testimony.

I would like to highlight some of these for you -

- **Transparency and Accountability** - Renaissance has a constituency-based board of trustees consisting of educators, community members, parent and staff representatives. All of our board meetings are open to the public and the minutes of our meetings are posted on our website. Our school is audited annually by an independent accountant. We are evaluated regularly by the New York City Department of Education and submit reports concerning our operational, fiscal, governance, educational and compliance to law and regulation to the Department multiple times per year. We are also required to report on our special education students and the services we provide to them. We also have an admissions policy that commits to "backfilling" open seats and allows "over-the-counter" students to have a chance of being admitted.
- **Serving at-risk students** - As mentioned above, Renaissance services students with disabilities and we provide both Special Education Support Services and Integrated Collaborative Team Teaching classrooms for students who require a higher level of service. Additionally, we have a long standing partnership with District 75. Our population also includes students with high socio-economic need, children of immigrant families, students with incarcerated parents, students in foster care, students with mental health issues, students residing in shelters, teen parents and LGBTQ students. We are very proud of the work we do to support these students and hope that the Council looks at ways to help us build stronger partnerships between our schools and the various agencies and organizations who can help us to provide even more support to these students who need us the most and are most at-risk of academic failure.
- **Family and Community Partnerships** - The Renaissance Charter School is truly a village. Our parents are part of all of our decision-making from holding a seat on our Board of Trustees, to having representatives on our Collaborative School Governance Committee. The School's leadership structure is an upside down pyramid with teachers being at the top. As an administrator it is my job to be a leader in service and to ensure that teacher voice is included in all school-wide decisions. We also do not believe that community stops at the school level. We welcome the greater community and highly value our ability to assist in the work that needs to be done to create a better Jackson Heights and a better New York City. As such, we are delighted to work with our elected officials and other community partners to provide programs and services to the community. Schools must be allowed to be community centers. Again, I ask the Council to help us be these hubs of local decision-making and information by reducing the bureaucracy involved in housing events and community forums.
- **Collaboration** - Education should not be seen as a competition with winners and losers, but rather a collaboration where every student can ultimately be a winner. Renaissance consistently seeks out ways to work with other schools and partners. Our partnerships have been with district schools, charter schools, private schools and educational organizations. We are currently collaborating on a Carol M. White Physical Fitness Grant with two other charter schools, a Best Practice Dissemination Grant with Truman High School to improve global history, geography

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and humanities education and an after-school program for our middle and high school students with Community-based organization. We believe each partner school and organization grows when we work together. I would encourage the Council to support us in making these partnerships easier to engage in by reducing some of the bureaucracy in getting them established and standing with us to seek out funding to assist in a broader implementation across the system.

- **Autonomy and the Public Trust** - The new contract between the City and the UFT demonstrates that the City sees the value in giving schools the freedom from certain rules and regulations in order to promote innovation and allow new models to be piloted. Renaissance would not be the successful school it is without the ability to experiment and act swiftly when change is needed. Our K-12 model was highly innovative when it was first established and now many schools have followed suit seeing the value in keeping students throughout the grades. Additionally, our 9-12 College Bound program was visited and adopted in parts in many schools across the country due to our success with getting students into college. There is nothing in public education that should be deemed as proprietary. We are all part of a greater system and it is imperative that our work be shared and widely disseminated. I commend the Chancellor for her work in prioritizing this through her learning partners initiative.
- **Choice** - Renaissance understands that we are a school of choice. We believe that choice empowers our parents and that ultimately having this choice strengthens the system as a whole. Our application is a simple one page paper application that asks for only basic information. We also participate in an online application which broadens access to even more families.

I want to thank you for allowing me the opportunity to share a bit of the Renaissance story. I want to thank Chairman Dromm for his ongoing support of our work. I hope I have persuaded at least some of you, and hopefully all of you, that there is a face to the movement that is often overlooked and it is important that we become visible as we work together to improve education for all students in New York City.



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CITY COUNCIL HEARING: May 6, 2014

Testimony of Dr. Vasthi R. Acosta, Head of School/Principal

Thank you Council member Dromm for holding this very important hearing today, as well as to the entire Education Committee for being here for this long day. I appreciate the opportunity to testify.

My name is Dr. Vasthi Acosta and I am the Head of School and Principal of Amber Charter School in East Harlem. Amber has been in East Harlem for over 12 years and serving children for 14 years. We are one of the oldest charter schools in the state.

Amber's enrollment reflects the demographics of the community we serve. Among our 463 students, 55% are Latino and 35% are African-American. 87% qualify for free or reduced-cost lunch.

Amber provides a nurturing environment while maintaining the highest expectations for its students. Our curriculum focuses on core academics, with a rich array of arts programming and other enrichments. The school invests heavily in the growth and development of its staff. Other key elements include:

- A successful union partnership. Amber's faculty is represented by the UFT, with a contract that exempts the school from both pension costs and tenure restrictions.
- Amber is NOT co-located but owns its own building which was a former Catholic school.
- Amber has a proven curriculum that is aligned with the common core standards.
- Amber tracks all manner of performance data, allowing for instruction that is tailored to the academic needs of students as well as tracking their progress.
- Amber was rated an "A" school by city and "highly effective" in student growth by the state.

We are very proud of these items, but today I want to highlight one of the most important aspects of Amber: Our deep community engagement work.

Amber was founded by a community-based organization, the Community Association of Progressive Dominicans [ACDP]. This organization made it possible in the year 2000 for Amber to open its doors and serve children and families. This organization continues to support the work Amber does in a variety of ways. In the past 14 years the executive director has sat on Amber's Board of Trustees, it has sponsored after school programs, provided mental health services to children, family and staff, has provided health information, advocated for funding, and been a steady and dependable partner in everything Amber does to serve its students and their families.

Amber also had a long-standing relationship with the DOE Children's First Network #9, which was led until last year by Dr. Debra Lamb and before that by Dr. Mac McDonald. CFN 9 served over 22 district schools, Amber Charter School as well as a parochial school. As the only charter school in the network we benefitted from this partnership by availing ourselves of the professional development provided as well as the knowledge and experience of the leadership. Through this partnership Amber was able to secure over \$6 million dollars in federal funding to provide the district schools and Amber professional development in teaching American History and strengthening Leadership. I believe the partnership Amber had with CFN 9 has been incredibly enriching and beneficial for both Amber and the communities it serves, and we believe that this model can be easily replicated throughout the city.

Another example of creating community is that I founded and am currently the convener of the Latino Charter Leaders Roundtable. This is a group of Latino charter leaders that support each other, work collaboratively, and seek to impact the charter movement so that it benefits all children.

At Amber our commitment to community is something we instill in our students. Not only is our building open to the community for members to rent space at-cost to celebrate their birthdays, anniversaries, christenings and more, but we have had a church use our building to worship for many years. With a new kitchen that is coming, Amber plans to offer cooking and nutritional classes to combat health concerns in East Harlem, including asthma and diabetes.

Our students learn about community as part of their everyday lessons. It is one of the five character traits that Amber students learn, along with achievement, responsibility, honesty and respect. Every Amber student conducts a community service project every year. We teach them that in order to lead, they must first learn how to serve. So our kindergarteners create care packages for the local firehouse fire fighters, accompanied with a thank you letter expressing their appreciation for the fire-fighter's public service. The first graders make pet tags and deliver them to the local animal shelter. The second graders write letters to the soldiers in Afghanistan, and third graders visit senior centers and perform. The idea is that when you live, work, learn in a community, you don't just take, you also give back.

Part of our community engagement is serving all student populations. Amber has a large special education population; it comprises 16% of our student population, even though we are a general education charter school. Amber offers Speech, Occupational Therapy, Physical Therapy, Counseling and Special Education Teacher Support Services [SETSS].

Just like every other school in NYC, we have encountered children with major discipline issues. Children who have punched, slapped, bitten, tackled, and hurt staff members and other children. Children who have run away and through the building while staff pursued. We also have children with severe emotional problems and who have had severe emotional meltdowns where EMS had to be called for assistance. And yet, in 14 years as a school we have only expelled one student. One student out of over 4000 students educated.

Community engaged charter schools make a commitment to the student and the family when they accept them into the school. The commitment is deep and lasting. It is a commitment we hold as a sacred bond.

And this is why Amber Charter School joined the coalition of community charter schools, because our actions reflect the statement of principles held by the coalition. We are committed to providing a high-quality education to students who reflect our communities and neighborhoods, particularly students with the greatest needs. We believe that parent and community engagement is essential

to student success. We seek out opportunities to collaborate. We also believe that all students and families have the right to choice in education.

Amber is a community charter school that is deeply committed to not just the families we serve, but the community in which we work, East Harlem.

Thank you for this opportunity.

COALITION OF COMMUNITY CHARTER SCHOOLS

MISSION STATEMENT

The Coalition of Community Charter Schools provides a voice for the many community-oriented public charter schools in New York City. The Coalition endeavors to grow and sustain a vibrant, collaborative, and high-quality charter school sector that meets the diverse educational needs of all students, particularly those who have traditionally been underserved.

Our growing Coalition includes over 50 New York City charters that educate over 15,000 students.

PARTICIPANTS

(as of April 2014)

*Steering Committee Member

Academy of the City Charter School*	International Leadership Charter School
Amber Charter School*	John V. Lindsay Wildcat Academy*
Beginning with Children Charter School II*	LAUNCH Expeditionary Learning Charter School
Bedford-Stuy. New Beginnings Charter School	Manhattan Charter Schools I & II*
Bronx Academy of Promise Charter School	MESA Charter High School*
Bronx Charter School for Better Learning*	Middle Village Preparatory Charter School
Bronx Charter School for Children	Mott Haven Academy Charter School
Bronx Community Charter School	New American Academy Charter School
Brooklyn Charter School*	New Dawn Charter High School
Brooklyn Urban Garden Charter School	New Visions Charter High Schools for Advanced Math and Science (I through IV)*
Broome Street Academy*	New Visions Charter High Schools for the Humanities (I through IV)*
Central Queens Academy*	New York Center for Autism Charter School*
Children's Aid College Prep Charter School*	NYC Montessori Charter School
Community Roots Charter School*	Opportunity Charter School
Community Partnership Charter School*	Our World Neighborhood Charter School
DREAM Charter School*	Renaissance Charter High School for Innovation*
East Harlem Scholars Academies (EHTP)	Renaissance Charter School*
The Ethical Community Charter School	Staten Island Community Charter School
Equality Charter School	Summit Academy Charter School
Family Life Academy Charter Schools*	Teaching Firms of America Professional Preparatory Charter School*
Future Leaders Institute Charter School*	University Prep Charter High School (formerly Green Dot)*
Great Oaks Charter School	
Harlem Link Charter School	
Heketi Community Charter School	
Hellenic Classical Charter School	
Hyde Leadership Charter School (Bronx)	

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COALITION OF COMMUNITY CHARTER SCHOOLS

STATEMENT OF PRINCIPLES

The Coalition of Community Charter Schools is a group of public charter schools and organizations in New York City that envision a positive and collaborative role for charter schooling as part of our public education system. Located in different boroughs, serving students of all grade levels with varying needs, and implementing a range of instructional and organizational models, the Coalition aims to exemplify the diversity, innovation, quality, and commitment-to-community that inspired the original vision of the public charter school movement.

Community charter schools are the majority of charter schools, both in New York and nationally. Our city and country have a long history of partnership between government and charitable, non-profit organizations. At their best, community charter schools are part of a time-honored tradition of civil society working to advance the public good.

- **We reaffirm that charter schools are *public schools*.** We are committed to transparency in our practices and accountability to our students, parents, government authorizers, and the public at-large. Our schools are open, welcoming, and responsive to our many stakeholders.
- **We commit to providing a high-quality education to students who reflect our communities and neighborhoods, particularly students with the greatest educational needs.** We endeavor to make proactive, positive efforts to recruit, retain and serve the highest-need students, such as students with disabilities, English language learners, students from low-income backgrounds, and students with challenging life circumstances. We are determined to educate all of our students to the best of our ability, every day.
- **We believe that parent, caregiver, and community engagement is essential to student success.** As community charter schools, we are committed to informing our decision-making with feedback from our students, families and the community at-large. They are not our customers; they are our partners.
- **We seek out opportunities to collaborate.** Successful educational practices abound in New York City, among district, charter, and independent schools. Schools in our coalition have established thriving partnerships with other schools and seek out opportunities to learn from and exchange ideas with our colleagues.
- **Our independence is a public trust.** Our autonomy provides the freedom to innovate and differentiate. As a consequence, we have an obligation to research, develop and implement new ideas, practices and strategies. We must also tailor our instructional programs to the unique needs of our students. Moreover, we must share these practices, serving as a laboratory for all other public schools.
- **We believe that all students and families have the right to choice in education.** School is not a one-size-fits-all proposition, and each student has unique needs. Our parents, students, and caregivers choose our schools and trust that we will provide the best possible education for their child. We support their right to make that choice, and will do everything in our power to fulfill our responsibility to provide them with a high-quality education.

Valerie V. Williams

D75 CEC - Charter Accountability

NYCC – 05062014- Testimony

May 6 2014

To: New York City Council
Hearing on "Charter Accountability"

Dear New York City Council & Fellow Parents:

Who is holding Charter schools accountable for the blatant discrimination that they are displaying on the backs of children with special needs?

Let me be clear, not all charter schools are the same and they are not all created equal. I am going to focus in on "Success Academy" Founder Eva Moskowitz , who has the largest Charter School Network in the country in 2012 she made \$23.6M, in 2013 she went to Albany and got a waiver so that she could not accept children with special needs, 2014 she spent \$6M on an advertising campaign that played on emotions of uninformed parents. If the public school system could pick and choose the best children out of every application, then provide more financial resources so that the children could learn (What would you do?)

Eva Moskowitz, is not doing this by herself; she has political (Governor Cuomo), private philanthropy (the Walton Foundation)(Wal-Mart), and a community organization (the National Federation of Charter Schools) all backing her efforts. So when you speak of accountability, lets start from the top – Governor Cuomo who is not his father; and we are in an election year. Vote Governor Cuomo out; 99% of the parents can vote him out of office. Wal-Mart is already known for their racist views against their employees, "Why do we think that those values will not be passed down to education?" This truly falls in line with the 2014 report stating that NYS Public Education System that has been determined as the "Most Racist Educational System in the Country".

SUCCESS, DIVERSITY, and EQUALITY are all factors of a great Educational System – once we determine and enforce the fact that all children (NOT ONLY CHARTER SCHOOL CHILDREN) deserve to be educated. Once all of the Educational Systems are held to the exact same standards, and one is not considered privileged over the other, and last but not least all children should be included within / not excluded and placed to the back/last on the spectrum.

There should be a CROSS-REFERENCE ADMISSIONS SYSTEM between the Charter school and the DOE (Department of Education, this is for various reasons but most importantly financial and resources.

Charter schools are known for admitting a child in September and at latest by March of the following year, that child is ceremoniously kicked out for any bad behavior and the money is left with the Charter School and the child's resources remain with the Charter School. This Cross-Reference Educational System would stop

PHONE

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this from happening, because when a child enters in to a public school or a different charter school from the original charter school admitted to in September, then the resources should be taken from that Charter School and follow the child to the next school that they are attending.

This should be evaluated through an Independent Committee from the DOE or Charter schools. This Committee should be comprised of Parent Leaders that truly are for the children and not their own AGENDAS. Be advised that, this committee will not be the heads of various organizations or CEC's that are already in place. These leaders are from the past and present but they do not follow the status quo –its time to step out of the comfort zone and truly hold everyone accountable because the lives of children are at stake!!!!!!

Good morning Chairman Dromm and members of the Education Committee. Thank you for the opportunity to speak to you regarding the import of transparency and accountability in the charter school sector. My name is Brooke Parker and I am a founding member of a large, grassroots public school advocacy organization in North Brooklyn called WAGPOPS! Williamsburg and Greenpoint Parents: Our Public Schools! We represent over 900 diverse public school parents in district 14 from schools at the Northernmost tip of Greenpoint to the borders of Bed Stuy and Bushwick. We formed as a result of the rapid growth of charter schools in D14 in spite of our population decrease.

We've discovered significant problems with charter schools, some specific to particular charters in our district, and other problems that are endemic to charter schools city wide. The impact of these problems is felt within our neighborhoods and our complaints have been repeatedly ignored. Neighborhood public schools represent hyper-local communities. We've disaggregated data to take a more nuanced look at what's been happening in D14, the most charterized district in Brooklyn. It is our belief that access to more information will help us understand these impacts more thoroughly so that we can ensure the best education for all of our students. We have additional suggestions for the City Council regarding charter transparency and accountability.

- SEGREGATION / MAGNET SCHOOLS

D14 is unusual in that we have 9 magnet schools designed to end latino isolation. The NYC DOE has undermined the success of our magnets by favoring unfettered school choice over a community plan to address our segregated schools and classrooms. As a result, in spite of gentrification that has brought white affluent children into D14, the data is very clear that our schools are more segregated than ever. Charter schools have exacerbated this problem by syphoning out the wealthier families and leaving our most at risk families further isolated in our schools. The result is that most of our charter schools have up to 30% less free lunch populations than the public schools in the area. We see neighborhood public schools that have 10-20% higher ELLs than charters in the same building or within a few blocks. Some of our charters serve no ELLs at all. We also see a vast disparity between schools servicing children with IEPs, particularly the most extensive IEPs. This is unacceptable. We believe that diversity in the classroom is critical to the success of all of our children and, any plan that furthers the ethnic, linguistic, and racial isolation of our students is insupportable.

We must ensure that any lottery set asides to redress these problems MUST be decided at the local - the hyperlocal - level. We must use real and current data to come up with a plan to ensure diversity in our schools and classrooms. For example, the citywide ELL % may be 12 %, but breaking down that figure by K-5, 6-8, 9-12 in particular areas shows that some areas school a greater percentage of ELLs than others. We can no longer wait close to two years to receive enrollment information from charter schools.

Why is this information kept from the public? We FOILED Success Academy in the hopes of learning their 1st year enrollment information for their new schools and were told a) they didn't have that information and b) they were under no obligation to provide that information to the public.

The only way that we were able to find out 1st year enrollment numbers was to search through the School Construction Authority figures which gives accurate data on school utilization. What we discovered was unbelievable. There were many Success Academies as well as numerous other charter schools throughout New York City that opened with less than the legal minimum of students. New York State law says that charter schools must open with no less than 20% of their enrollment targets. Yet, despite repeated and high profile claims of long waiting lists that amount to political support for charter expansion, Success Academy Charter Schools, along with many other charter schools in New York City, have opened without the legally required minimum of students. SUNY has done nothing about this in spite of this being their responsibility to oversee the strict adherence to the law.

Which brings us to the next issue:

- IGNORING SOUND CITY PLANNING

There is no place in the authorization of charter schools for sound city planning. SUNY has confirmed that their rubric for approving charter schools does not consider the educational landscape of the area where the schools will be sited. D14, for example, has witnessed a serious decline in its number of elementary and middle school students. NYC's own surveys for capital planning confirmed this. Yet, D14 has repeatedly been authorized for more and more charter elementary schools. We simply do not have the students to fill our schools and opening up additional schools hurts the current educational landscape by undermining existing school budgets. Without considering the educational landscape and enrollment trends, authorizing and siting elementary schools (be they district or charter) is wasteful and redundant.

Citizens of the World Charter School has less than 5 students coming from the two zip codes around the school, while nearby excellent neighborhood public schools with very similar education models are under-enrolled. The cost of busing students to an unnecessary school that is clearly unwanted by the local community further taxes NYC budgets.

This is an issue with an impact beyond charter school co-locations. We would like to caution the City Council from only ensuring transparency and accountability from co-located schools. It is a dangerous policy and hazardous to our communities. Sidestepping co-location should not result in the sidestepping of transparency and accountability. All NYC charter school students are NYC children and these are tax dollars.

- HARSH DISCIPLINE PRACTICES

The federal Department of Education has recent focused criticism on harsh school discipline as a school to prison pipeline, which rightly points out that "The overuse of suspensions and expulsions has taken a terrible toll on students, families, schools, and communities."

Still, the definition we use of a "high quality charter school" ignores how charter schools treat their students and families. We must include school climate as part of our definition of "high quality."

We are deeply concerned that the harshest and most exclusionary discipline practices are coming from our charter schools. In many cases, like Success Academy, we are unable to access suspension and discipline data. Instead we rely on the parents who've come forward with information about their children (often 5 & 6 year olds) being suspended from school for up to 30 days. The padded room for KIPP charter elementary school students, where the students have been known to vomit and urinate is heartbreaking and abusive. We've learned through FOIL, that Citizens of the World Charter School, with only a K and 1st grade, has amassed at least 34 out of school suspensions and over 450 office referrals. 35 children have left the school and the school year isn't even over. Notably, Citizens of the World Charter Schools claims to be "child centered" and "progressive." Nearby neighborhood public schools with a full span of K-5 have 0 out of school suspensions.

- DECEPTIVE MARKETING

It is important to note that charter schools with harsh disciplinary practices do not put that on their marketing materials. There is no fine print to the marketing and charter schools can make whatever promise they want to NYC families who have no recourse but to leave the school if promises are not kept. We know that Citizens of the World Charter Schools and Success Academies both market themselves as "progressive," yet both have disciplinary practices that stand far outside any educator's definition of progressive education. There are no exit interviews for charter school families and there is no way to track if the marketing materials match the school program.

Worse still, there are no checks on charter schools that conceal information relevant to families. Citizens of the World Charter School Williamsburg opened with only 56 out of a planned 126 students. SUNY put the school on probation to close. Through FOIL, we discovered that Citizens of the World Charter School Williamsburg launched a marketing campaign called a "whisper campaign" where they concealed their probationary status and willfully misled parents to "Hurry!" because "seats were filling fast."

Every other industry has regulations on false advertising. It is unacceptable that we have allowed charter schools to market their schools any way they please when tax payers and families pay the price.

- BOARD ISSUES

Each charter schools is run by its Board of Directors, yet their minutes are not captured for the public in an archive that is publicly available for scrutiny. Success Academy does not list their meetings, agendas, or minutes anywhere to be found. This is troublesome. We've seen utterly inept Boards of Directors in D14, including Citizens of the World that was operating and executing documents and policies without a legal full board for months.

We have no agency that keeps track of these boards and ensures that they are doing their job, following Open Meetings Law, and being transparent and publicly accountable in their functioning. There is nowhere to turn when they aren't.

- FRAUD AND FINANCIAL MISMANAGEMENT

The recent Court decision that disempowered the State Comptroller from auditing charter schools means that there is no state agency to turn to if there is suspicion of fraud. When the State Comptroller was able to audit charter schools, tax payers were spared millions of dollars in fraud. In D14, we've uncovered fraudulent activity on the part of the Citizens of the World Charter Schools, yet there is no local agency that is empowered to investigate this activity.

It concerns us deeply that there is no agency responsible for the regular oversight of charter schools in New York City, even as the state would like to see greater and faster funding streams to charter schools. It is our belief and experience that the SUNY Charter School Institute has a very high turnover and is too understaffed to address the weighty responsibility they have to NYC students and tax payers.

Thank you for your time. I would like to encourage any City Councilmember or member of the press to contact us at WAGPOPS! if you would like further evidence or discussion of these issues.

NET DECLINE IN POPULATION UNDER 5 YEARS OLD: 2,719

ZIP code	No. of children: 2000	No. of children: 2010	Net +/-
11211	8,595	8,435	-160
11222	1,967	1,289	-678
11206	6,002	6,781	+ 779
11237	4,946	3,737	-1,209
11221	6,915	5,464	-1,451

This downward trend in our district demographics is evident when NYC DOE data is examined. The table below shows that the overall student population in District 14 elementary schools has declined and flattened in the past 10 years, leaving our existing schools with more seats than students to fill them.

Socio Economic Diversity in D14 based on latest available public information

SOCIO-ECONOMIC DIVERSITY	% Free Lunch	% Reduced Lunch
PS84	84%	5%
PS110	82%	3%
PS132	87%	3%
PS31	70%	4%
PS34	100%	0%
Achievement First Bushwick	67%	18%
Ethical Community Charter School	65%	4%
Beginning with Children Charter School	59%	9%
Brooklyn Charter School	63%	12%
Success Academy - Bed Stuy 1	No info	No info

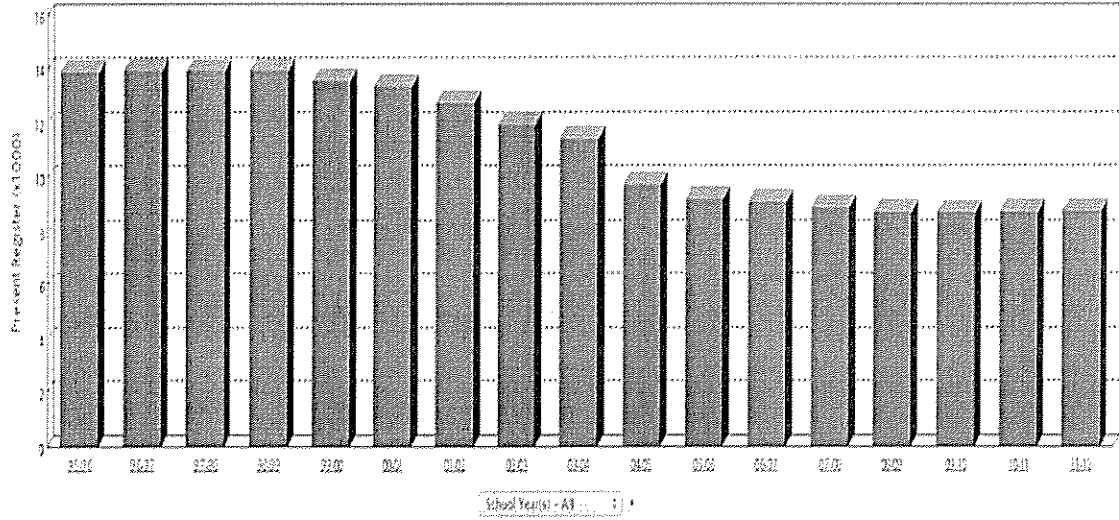
ELL Diversity in D14 based on latest available public information

	Monitor School	Jose de Diego	Brooklyn Arbor / PS19
% of English Language Learners	15%	28%	29%

	Beginning with Children	Ethical Community Charter	Brooklyn Charter	Achievement First Charter
% of ELLs	7%	8%	0%	10%

DISTRICT 14 School Year(s) - All ELEMENTARY Grade Category - All

Percent Register as values



Additional Information

Student Behavior	Office referrals	In school suspensions	Out of school suspensions	Hearings	Expulsions	Notes	
Kindergarten	44	0	9	1	0	Formal reporting system began on 12/2	
Thru 11/22/13	0	0	4	1	0		
11/22-12/13	8	0	0	0	0		
12/13-1/10	4	0	1	0	0		
1/10-2/14	20	0	3	0	0		
2/15-3/14	2	0	0	0	0		
IEP students	0	0	0	0	0		
ESL students	0	0	0	0	0		
3/15-4/11	10	0	1	0	0		
IEP students	0	0	0	0	0		
ESL students	0	0	0	0	0		
Grade 1	13	0	0	0	0		Formal reporting began on 12/2
Thru 11/22/13	0	0	0	0	0		
11/22-12/13	0	0	0	0	0		
12/13-1/10	0	0	0	0	0		
1/10-2/14	4	0	0	0	0		
2/15-3/14	4	0	0	0	0		
IEP students	0	0	0	0	0		
ESL students	0	0	0	0	0		
3/15-4/11	5	0	0	0	0		
IEP students	1	0	0	0	0		
ESL students	0	0	0	0	0		

Student Attrition	Bus/transport distance concerns	Accepted to another school	Relocated	School-specific issue	Unknown	Total
Kindergarten	2	0	7	3	0	12
Thru 11/22/13	2	0	2	2	0	6
11/22-12/13	0	0	0	1	0	1
12/13-1/10	0	0	1	0	0	1
1/10-2/14	0	0	2	0	0	2
2/15-3/14	0	0	1	0	0	1
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
3/15-4/11	0	0	1	0	0	1
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
Grade 1	2	0	0	0	0	2
Thru 11/22/13	2	0	0	0	0	2
11/22-12/13	0	0	0	0	0	0
12/13-1/10	0	0	0	0	0	0
1/10-2/14	0	0	0	0	0	0
2/15-3/14	0	0	0	0	0	0
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
3/15-4/11	0	0	0	0	0	0
IEP students	0	0	0	0	0	0
ESL students	0	0	0	CWC WR	0	0



Citizens of the World Crown Heights 2013 - 2014

Enrollment & Diversity

	Enrollment	Daily Attend. Rate	Students with an IEP	ELL Students	Socio-Economic Diversity			Racial & Ethnic Diversity						
					Free	Reduced	Full	African American	Latino	Asian American	Native American	Caucasian	Multi-racial	
Goal from charter	126				52%			48%	76%	12%	2%	0%	11%	N/A
As of 11/22/13	127	93%	6%	1.5%	83%	6%	11%	94%	2%	2%	0%	1%	2%	
As of 12/13/13	128	91%	6%	1.5%	88%	7%	5%	93%	4%	1%	0%	2%	1%	
As of 1/10/14	130	91%	6%	2.3%	82%	7%	11%	93%	4%	1%	0%	2%	1%	
As of 2/14/14	126	90%	6%	2.3%	84%	7%	9%	93%	4%	1%	0%	2%	1%	
As of 3/14/14	126	91%	6%	2%	84%	7%	9%	93%	5%	1%	0%	2%	1%	
IEP students	8	79%	N/A	N/A	88%	13%	0%	88%	0%	0%	0%	13%	0%	
ESL students	3	93%	N/A	N/A	100%	0%	0%	66%	0%	0%	0%	33%	0%	
As of 4/11/14	125	91%	N/A	N/A	85%	7%	9%	94%	4%	1%	0%	2%	1%	
IEP students	8	91%	N/A	N/A	88%	13%	0%	88%	0%	0%	0%	13%	0%	
ESL students	3	95%	N/A	N/A	100%	0%	0%	66%	0%	0%	0%	33%	0%	

Academic Achievement															
	ELA BOY			ELA TRIMESTER 1			ELA TRIMESTER 2				MATH TRIMESTER 1		MATH TRIMESTER 2		Social-emotional
	Reading % on or above grade level (Level PP or above)	Average Reading Level	Average Writing Scaled Score	Reading % on or above grade level (Level B or above)	Average Reading Level	Average Writing Scaled Score	Reading % on or above grade level (Level C or above)	Average Reading Level	Average Writing Scaled Score	Writing % on or above grade level	A1: Counting Objects % on or above grade level	A2: Changing Numbers % on or above grade level	A1: Counting Objects % on or above grade level	A2: Changing Numbers % on or above grade level	DESSA
Kindergarten	100%	0.08	N/A	17%	0.22	2.35	15%	0.46	2.72	42%	25%	60%	19%	65%	75%
K01	100%	0.1	N/A	15%	0.23	2.47	25%	0.53	2.53	31%	37%	47%	18%	59%	59%
K02	100%	0.07	N/A	31%	0.24	2.36	19%	0.49	2.23	15%	43%	65%	14%	57%	75%
K03	100%	0	N/A	10%	0.11	2.25	10%	0.37	3.69	95%	5%	40%	25%	70%	86%
K04	100%	0.14	N/A	10%	0.28	2.31	5%	0.43	2.44	28%	15%	69%	17%	72%	79%
K SPED	100%	0	N/A	0%	0.17	2.25	25%	0.31	2.75	36%	50%	50%	0%	50%	75%
K ELL	N/A	N/A	N/A	N/A	N/A	N/A	0%	0.25	2.5	50%	N/A	N/A	0%	100%	100%
	ELA BOY			ELA TRIMESTER 1			ELA TRIMESTER 2				MATH TRIMESTER 1		MATH TRIMESTER 2		Social-emotional
	Reading % on or above grade level (Level D or above)	Average Reading Level	Average Writing Scaled Score	Reading % on or above grade level (Level F or above)	Average Reading Level	Average Writing Scaled Score	Reading % on or above grade level (Level I or above)	Average Reading Level	Average Writing Scaled Score	Writing % on or above grade level	A1: Counting Objects % on or above grade level	A6: Hiding % on or above grade level	A4: Number Arrangements % on or above grade level	A6: Hiding % on or above grade level	DESSA
Grade 1	54%	0.84	N/A	49%	1.17	2.50	40%	1.41	2.20	23%	59%	51%	59%	42%	92%
101	48%	0.75	N/A	54%	1.25	2.82	32%	1.4	2.18	25%	87%	31%	74%	79%	96%
102	59%	0.92	N/A	43%	1.09	2.17	48%	1.42	2.22	20%	30%	70%	43%	4%	87%
1st SPED	0%	0.31	N/A	25%	0.83	2.25	0%	0.63	1.62	0%	67%	33%	50%	75%	75%
1st ELL	0%	0	N/A	0%	0	1	0%	0.25	NA	NA	0%	0%	0%	0%	100%

Community Engagement

Event	Date	Percent of families participating	Describe highlights of activity
Parent Teacher Conferences	Week of 3/24	84%	1:1 Conferences with teachers
Parent Reading Morning	Apr. 1	19%	Parents were invited to sit and Becky's class for a morning as reading buddies
Family Council	Apr. 3	3%	Summer Options, Common Core, Welcoming New Families
Attendance Breakfast	Apr. 4	39%	Parents were invited to celebrate their child's improved attendance or perfect attendance at a breakfast
School / Class Committees	Date	Percent of families participating	Describe goal / highlights of committee
N/A			
Fundraising	Date	Attendance	Describe event / money raised
Snack Drive	Ongoing	N/A	Parents asked for donations of \$8 and purchased morning snack for all classes. Approximately \$300 raised.

Additional Information

Student Behavior	Office referrals	In school suspensions	Out of school suspensions	Hearings	Expulsions	Notes
Kindergarten	407	1	25	0	0	
Thru 11/22/13	122	0	10	0	0	
11/22-12/13	5	0	0	0	0	
12/13-1/10	58	0	0	0	0	Implementation of new office referral tracking system
1/10-2/14	98	0	5	0	0	
2/15-3/14	49	0	4	0	0	
IEP students	4	0	0	0	0	
ESL students	0	0	0	0	0	
3/15-4/11	77	1	6	0	0	
IEP students	7	0	0	0	0	
ESL students	0	0	0	0	0	
Grade 1	200	1	4	0	0	Incident reports were used to track data until 1/2/14
Thru 11/22/13	44	0	3	0	0	
11/22-12/13	0	0	0	0	0	
12/13-1/10	18	0	0	0	0	Implementation of new office referral tracking system separate from incident reports
1/10-2/14	96	0	0	0	0	
2/15-3/14	17	1	0	0	0	
IEP students	0	0	0	0	0	
ESL students	0	0	0	0	0	
3/15-4/11	23	0	1	0	0	
IEP students	3	0	0	0	0	
ESL students	0	0	0	0	0	

Student Affiliation	Bus/transport distance concerns	Accepted to another school	Relocated	School-specific issue	Unknown	Total
Kindergarten	1	3	4	5	2	15
Thru 11/22/13	0	3	1	3	2	9
11/22-12/13	0	0	0	0	0	0
12/13-1/10	0	0	0	0	0	0
1/10-2/14	1	0	1	1	0	3
2/15-3/14	0	0	1	0	0	1
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
3/15-4/11	0	0	1	1	0	2
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
Grade 1	2	0	1	2	1	6
Thru 11/22/13	1	0	0	1	1	3
11/22-12/13	0	0	0	1	0	1
12/13-1/10	0	0	0	0	0	0
1/10-2/14	1	0	0	0	0	1
2/15-3/14	0	0	1	0	0	1
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0
3/15-4/11	0	0	0	0	0	0
IEP students	0	0	0	0	0	0
ESL students	0	0	0	0	0	0

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Angela Garces

Address: _____

I represent: PS 187 / CEC 6

Address: 4860 Broadway, NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Angela Garces

Address: 110 Magaw Pl.

I represent: my school PS 187 / CEC 6

Address: 4860 Broadway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Maria Bautista

Address: _____

I represent: Ethel Chamorro, Mickey Mantle School

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Elizabeth Elohim

Address: Harlem, NY

I represent: See Parents from Success Academy parent

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Shimon Waronker

Address: Tilden H.S. Campus, Brooklyn, NY

I represent: The New American Academy Charter Sch

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Melissa Plowden-Norman

Address: 662 MacDonough Street

I represent: Excellence Boys Charter School, Elementary

Address: 225 Patchen Avenue Middle School Academy

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 3/5/14

(PLEASE PRINT)

Name: Tiffany Lester

Address: 291 Broadway, Suite 1202

I represent: Public Prep Network, Girls Prep and Boys Prep

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Samantha Bernadine

Address: Brooklyn

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Celina - Dawie

Address: Brooklyn

I represent: _____

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

Name: Esther Chamorro (PLEASE PRINT)

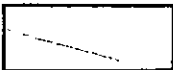
Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 6/2014

Name: Shireen DAVIS (PLEASE PRINT)

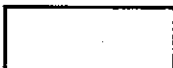
Address: 345 Clinton Ave

I represent: Explore Charter School

Address: 655 Park Road 4a

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card



I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 5-6-14

Name: John Khani, Asst. Dir. Political Affairs (PLEASE PRINT)

Address: 40 Rector St NYC

I represent: CSA - Council of School Supt. & Admins

Address: 40 Rector St. NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 12 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ANDREA LANE

Address: 123-20 GRAYSON STREET

I represent: IS 59 Springfield Gardens, NY

Address: 132-55 70th Edgemoor St. Springfield Gdns

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 12-2014 Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: horraine Bittens-Bridges

Address: 245-10 135th Avenue, Rosedale, NY 11423

I represent: Alumni - August Martin H.S.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5-6-14

(PLEASE PRINT)

Name: Sylvia Tyler

Address: 1580 Amsterdam Ave

I represent: Parents + Educators

Address: 1580 Amsterdam Ave

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 112 Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: ZAKIYAH ANSARI

Address: 233 Broadway, suite 700

I represent: Alliance for Quality Education

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: SHUBERT JACOBS

Address: 3740 Baychester Ave Bronx 10465

I represent: Bronx Charter School for Better Learning

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Joe Dell Hutcherson

Address: 52 St Nicholas Ave #36 N.Y. 10468

I represent: Mid-Manhattan Adult Learning Center

Address: 212 West 120th Street New York, N.Y. 10027

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

accountability Date: _____

(PLEASE PRINT)

Name: Brooke Parker

Address: 1016 Lorimer St.

I represent: DIY-WAGPOPS

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: Jayo Belle

Address: 125 Broad St, 19th Fl.

I represent: New York Civil Liberties Union (NYCLU)

Address: same

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5-6-14

(PLEASE PRINT)

Name: Victoria Williams

Address: 345 E 101 St Apt 4J, N.Y.N.Y 10029

I represent: Mid-manhattan manhatta Adult

Address: Learning Center, 212 West 120

street New York

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

Name: NOAH GOTBAUM (PLEASE PRINT)

Address: 330 W. 87th

I represent: CEC 3

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: MAY 6, 2014

Name: Richard White (PLEASE PRINT)

Address: _____

I represent: Parents from P.S. 149 Sojourner Truth School

Address: 117th Street, Manhattan, NY (NYCC)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: May 6, 2014

Name: Valerie Williams (PLEASE PRINT)

Address: Brooklyn, NY

I represent: District 75 CEC

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 12 Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: JIM MCKAY

Address: 8 Jackson Pl BK NY 11215

I represent: my children

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: BARBARA DENHAM

Address: 528 West 111

I represent: CEC 3

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Nancy Northrop

Address: 60 Summer St Forest Hills 11375

I represent: Queens High School Presidents Council

Address: 90-27 Sutphen Blvd Jamaica

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Karen Sprona

Address: 631 Edgemond Ave #2B

I represent: NYC, 10032 P.S. 75 DB

Address: West 95th St NY NY 10025

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: SIBERT JACOBS

Address: _____

I represent: BRONX CHARTER SCHOOL FOR BETTER LEARN.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: SHIMON WARONKER

Address: _____

I represent: NEW AMERICA CHARTER SCHOOL

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: ST RAFIQ KALAM ZD-DIN (PLEASE PRINT)

Address: _____

I represent: TEACHING FIRMS OF AMERICA PROF. PREP C.S.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: GINA SAROI (PLEASE PRINT)

Address: 1666 NAUGHT AVENUE BLDG NY 10461

I represent: MONTESSORI CHARTER SCHOOL

Address: 423 EAST 138TH ST BLDG NY 10454

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: VASITA ACOSTA (PLEASE PRINT)

Address: 98 PARK TER E NYC 10034

I represent: AMBER CHARTER SCHOOL

Address: 220 E 106 ST NYC 10029

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6

(PLEASE PRINT)

Name: BOBB HUDOCK (WHO-dock)

Address: 9101 Shore Rd Bay Ridge

I represent: CEC 20 D. COUNCIL 20

Address: BROOKLYN

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: David Golovur

Address: 111 Broadway Suite 607

I represent: NYC Charter School Center

Address: 111 Broadway Suite 607

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: Barbara Martinez

Address: 826 Broadway

I represent: Uncomm Schools

Address: 826 Broadway

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: STEVEN ZIMMERMAN

Address: 39-34 46 ST SUNNYSIDE NY

I represent: ACADEMY of the City Charter School

Address: 31-29 60th WOODSIDE NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 0112-211 Res. No. _____

in favor in opposition

Date: 5/6/2010

(PLEASE PRINT)

Name: Elda Mora Trillo

Address: 117th St

I represent: Committee for Hispanic Children Fam

Address: 110 William St NY 10038

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6/14

(PLEASE PRINT)

Name: Aviva Buechler and Charles Taylor

Address: 348 West End Ave, Apt 4c NY, NY 10024

I represent: Harlem Link Charter school

Address: 20 West 112th St NY NY 10026

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 12 Res. No. _____

in favor in opposition

Date: _____

Name: Ronald Chaluzian (PLEASE PRINT)

Address: _____

I represent: New Visions for Public Schools

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 05/06/14

Name: Paulina Davis (PLEASE PRINT)

Address: 151 W 30th Street NY NY 10001

I represent: Advocates for children of New York

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6/2014

Name: Laura Fei (PLEASE PRINT)

Address: Senior Superintendent

I represent: Office of School Support DOE

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6

(PLEASE PRINT)

Name: Lauren Krice

Address: Interim Acting Director

I represent: Office of New School Design

Address: Charter Partnerships

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6

(PLEASE PRINT)

Name: Barry

Address: _____

I represent: Chief Administrator Revenue Operations

Address: DOE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6

(PLEASE PRINT)

Name: Elizabeth Rose

Address: Chief of Staff

I represent: Division of Operations

Address: DDC

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/16

Name: Lauree Rice (PLEASE PRINT)

Address: Interim Acting Director

I represent: Office of New School Design

Address: Charter Partnerships DOE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 112 Res. No. _____

in favor in opposition

Date: 5/16/12

Name: Erik Jorgis (PLEASE PRINT)

Address: 111 Broadway, 6th Floor

I represent: NYC Charter School Center

Address: 111

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/16/2012

Name: MICHAEL A. CANTY (PLEASE PRINT)

Address: 70 Gold St NY NY 10028

I represent: Brooklyn Community Center

Address: 54 Willow St Bklyn

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Leanne Hanson (PLEASE PRINT)

Address: Class Size Matters

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Miriam Arista-Farmer (PLEASE PRINT)

Address: _____

I represent: CEC 6

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Yuderka Valdez (PLEASE PRINT)

Address: _____

I represent: IS 52 Inwood

Address: 650 Academy St

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Yaacov Levy (PLEASE PRINT)

Address: _____

I represent: The Renaissance Charter

Address: School

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: STACEY GAUTIER (PLEASE PRINT)

Address: 34-58 74 St., Jackson Hts, NY 11372

I represent: RENNAISSANCE CHARTER SCHOOL

Address: 3559 81st St. Jackson Hts QNL

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 5/6/14

Name: MIRIAM NUNBERG (PLEASE PRINT)

Address: 272 134 St, Brooklyn NY 11215

I represent: BROOKLYN URBAN GARDEN CHART. SCHOOL

Address: 500 19th St, Brooklyn NY 11215

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Raymond Rivera

Address: 14 W. 970 St

I represent: Family Life Schuster School

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 112 Res. No. _____

in favor in opposition

Date: 05/06/2014

(PLEASE PRINT)

Name: Morty Ballen

Address: 1921 8th Ave, Bklyn, NY 11215

I represent: Explore Schools

Address: 20 Jay Street, Suite 504, Bklyn, NY 11201

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 112 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Melanie S. Lewis

Address: 1030 Carroll St Apt 1C

I represent: Exceed Charter School

Address: 443 St. Johns Pl. Marks Ave

Please complete this card and return to the Sergeant-at-Arms