

# **New York State Education Department**

## **2023-2024 Renewal Site Visit Report for BOR Authorized Charter Schools under the 2015 Charter School Performance Framework**





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|  | Intensive College Readiness Preparation; Data-Informed Teaching & Learning; Distributed Leadership; A Positive Culture of High Expectations and Mutual Respect; to Teaching and Learning; Supportive Environment for Student Growth & Development; Culture, Climate, and Family Engagement; College and Career Readiness; Support for Diversified Learners; Organizational Capacity. |
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**Innovative and Noteworthy Programs**

AECI II: NYC Charter High School for Computer Engineering and Innovation (AECI II) offers its students a strong foundation in computer science by providing four years of core computer classes and opportunities for computer electives as well. Courses range from Microsoft Applications to Python Coding, Game Design to Robotics, and others. Students are also given a chance to earn Microsoft Office Suite certification for some of the computer applications. This provides them with strong skills as well as credentials for their college applications or resumes.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

**SCHOOL CHARACTERISTICS**

**Current Grade Levels and Approved Enrollment**

|                                  | Year 1<br>2019 to 2020 | Year 2<br>2020 to 2021 | Year 3<br>2021 to 2022 | Year 4<br>2022 to 2023 | Year 5<br>2023 to 2024 |
|----------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Grade Configuration</b>       | Grade 9                | Grades 9-10            | Grades 9-11            | Grades 9-12            | Grades 9-12            |
| <b>Total Approved Enrollment</b> | 125                    | 249                    | 375                    | 500                    | 500                    |

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>**

|                                  | Year 1<br>2024-2025 | Year 2<br>2025-2026 | Year 3<br>2026-2027 | Year 4<br>2027-2028 | Year 5<br>2028-2029 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Grade Configuration</b>       | Grades 9-12         | Grades 6, 9-12      | Grades 6-7, 9-12    | Grades 6-12         | Grades 6-12         |
| <b>Total Proposed Enrollment</b> | 500                 | 625                 | 750                 | 875                 | 875                 |

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<sup>2</sup> This proposed chart was submitted by AECI II: NYC Charter High School for Computer Engineering and Innovation in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## METHODOLOGY

### Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized ch1 (po)( )T Tw egeL0-43n13.4 (u0.0





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## *Summary of Findings*

- AECI II is in year five of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
  
- **Summary of Areas of Growth and Strengths:**  
The school benefits from a strong board of trustees, which has supported and advocated for the school throughout its initial charter term. Although AECI II initially experienced school leadership changes in the first two years, the school now has a dedicated veteran principal with expertise from years as a teacher, principal, and district-level administrator in the New York City Public Schools. The principal and the CEO are proud of the culture and community they have helped to create as well as the newer leadership talent and potential they identified and developed within the building. They are committed to expanding the staff members' pedagogical skills, particularly with regard to engaging project-based learning and cross-content collaboration. The school is exceeding the NYC CSD 9, the district of location (DOL), enrollment percentage for economically disadvantaged (ED) students.
  
- **Summary of Challenges:**  
One of the ongoing challenges for the school is enrollment of students with disabilities (SWD) and English Language learners (ELL) at levels consistent with the DOL. They are following through with the strategies identified on the action plan developed in response to the midterm site visit. The Benchmark 9 portion of the report provides more detail on their efforts. Another challenge has been with recruiting enough certified teachers. Per the action plan, the network established an AECI Network Director of Human Resources, and he is working with the school on compliance issues, including for teacher certification.



### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

**Finding: Meets**

#### **Summative Evidence for Benchmark 1:**

Given that this is the school's first charter term, this benchmark could not be rated at the time of the 2022 midterm site visit; therefore, there is no trajectory for this benchmark.

AECI II has just graduated its first cohort with a graduation rate of 94 percent, +8 percentage points above the NYS overall graduation rate. Each subgroup also exceeds the corresponding NYS rate, +19, +26, and +11, respectively, for SWD, ELL, and ED students.

*See Attachment 1 for data tables and additional academic information.*

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

### Finding: Meets

| <u>Element</u>                              | <u>Indicators</u>  |
|---|--|
| 1. <i>Curriculum</i>                        | <ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the NYSL.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li><li>e. The curriculum is systematically reviewed and revised.</li></ul> |
| 2. <i>Instruction</i>                       | <ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>  |
| 3. <i>Assessment and Program Evaluation</i> | <ul style="list-style-type: none"><li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li></ul>   |
| 4. <i>Supports for Diverse Learners</i>     | 4  |

**Academic Program for High School:**

**English Language Arts**

- Comprehensive ELA curriculum aligned to Next Generation Learning Standards (NGLS)
- Strong, inquiry-based language arts program that combines interpretive discussion and activities with outstanding literature to help all students learn to read for meaning and think critically.
- Writer's workshop with peer review
- High quality resources in ELA (i.e., Prentice Hall Literature series)

**Mathematics**

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that while students are well-behaved, they may not be fully engaged during instructional time. The mode of instruction was lecture heavy, with significant “teacher talk.” Additionally, there were not many opportunities for students to engage in synthesis and to make cross-content connections. However, discussions with school leaders indicate that they know the strengths and needs of individual teachers, which allows them to provide targeted professional development.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** Focus group interviews and classroom observations indicate the school uses a system structured around standardized tests and other formalized testing mechanisms as opposed to a more balanced system such as projects and portfolios to gauge instructional effectiveness.
- **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes inclusive of informal check-ins with students and measures such as “Do Nows” and “Exit Tickets,” which provide teachers with instant data to refine pedagogical approaches. In addition, AECI II engages in midterm assessments created in-house along with mock Regents assessments to gauge effectiveness of instruction.
- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly as evidenced in student surveys and check-ins with students. Examples of assessment and program evaluation metrics that AECI II uses include: a) district and city proficiency rates on New York State examinations; and b) college credit attainment. This data is shared among staff and leadership at various points during the academic year.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:**









**Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding: Meets**

Over this charter



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### Benchmark 5: Financial Management

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

**Finding: Meets**

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

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.

## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

**Finding: Meets**

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by

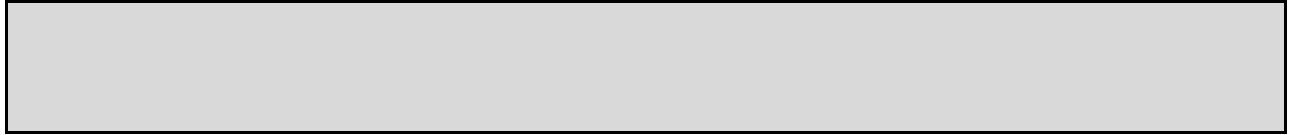
interview, board members shared that they appreciate the opportunity to engage with each other as well as the time and space to focus on the direction for the upcoming year to ultimately ensure student success and positive outcomes.

- **Indicator c:** The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. As explained in the renewal report, “The [Board] is always ensuring that it is meeting the conditions of the bylaws, but more importantly, serving the community’s needs and aspirations.”
- **Indicator d:** The board regularly updates school policies to accurately reflect the needs of the school, “having a pulse on the school,” as described during the board focus group interview. As noted in the renewal report, “All school policies are reviewed by the board’s attorney on an annual basis, or more frequently as needed. Board members take ownership for policies aligned with their committee assignments, review the policies, and offer suggested revisions. Any revisions are then discussed during the board meeting and then voted upon during the executive session. The Board also takes a proactive approach to updating school policies; should a concern be surfaced throughout the school year or if the school leadership or the board learn of any updates to applicable state or federal laws and regulations, necessary changes will be addressed immediately. Any material or non-material revisions are processed according to the Charter School Office’s guidelines.”
- **Indicator e:** As noted in the renewal report, the board collects, analyzes, and uses a comprehensive array of data to evaluate the quality of both schools, from their academic performance to their financial metrics, and the value add of any partner organizations or service providers. At each board meeting, both principals provide updates on all major issues impacting the school and progress towards metrics and goals. In addition, the board has established goals and expectations for the CEO that are established to evaluate the effectiveness of the CEO and the impact on the network and school specific outcomes. These standards are regularly reported, reviewed, and discussed. At the semi-annual professionally facilitated retreats, board members review and analyze the aggregated data and results to inform its future plans, as well as come together to assess their own effectiveness related to governance practices. Findings from these retreats, combined with ongoing analysis of the school’s performance against academic, organizational, and financial metrics, impact potential reconfigurations of committees and/or recruitment of additional board members with specific skills.” As highlighted in the board focus group interview, the board is working towards using a performance-based evaluation process for evaluating school leadership.
  - **Indicator f:** The board demonstrates active oversight of school leadership and engagement of stakeholders. Per the board focus group interview, the board is working towards using a performance-based evaluation process for evaluating school leadership and engagement of trustees.





the sake of transparency and collaboration. Also noted during teacher focus group



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**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

| <u>Element</u>                | <u>Indicators</u> |
|-------------------------------|-------------------|
| 1. <i>Targets are met</i>     | a.                |
| 2. <i>Targets are not met</i> |                   |

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The board evaluates enrollment and retention data as part of its monthly dashboard and utilizes this information to ask questions and suggest strategies.

*See Attachment 1 for data tables and additional information.*



on developing strong revision applications and submitted revision requests to change key design elements, and to add grade levels and increase enrollment.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

AECI II: NYC CHARTER HIGH SCHOOL FOR COMPUTER ENGINEERING AND INNOVATION

### BEDS Code

320900861154

### 2022-2023 Enrollment

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### ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location: NYC CSD 9

### BoR Charter School Office Information

Regional Liaison: Brandy Marshall











# 2024 NYSED Charter School Information Dashboard

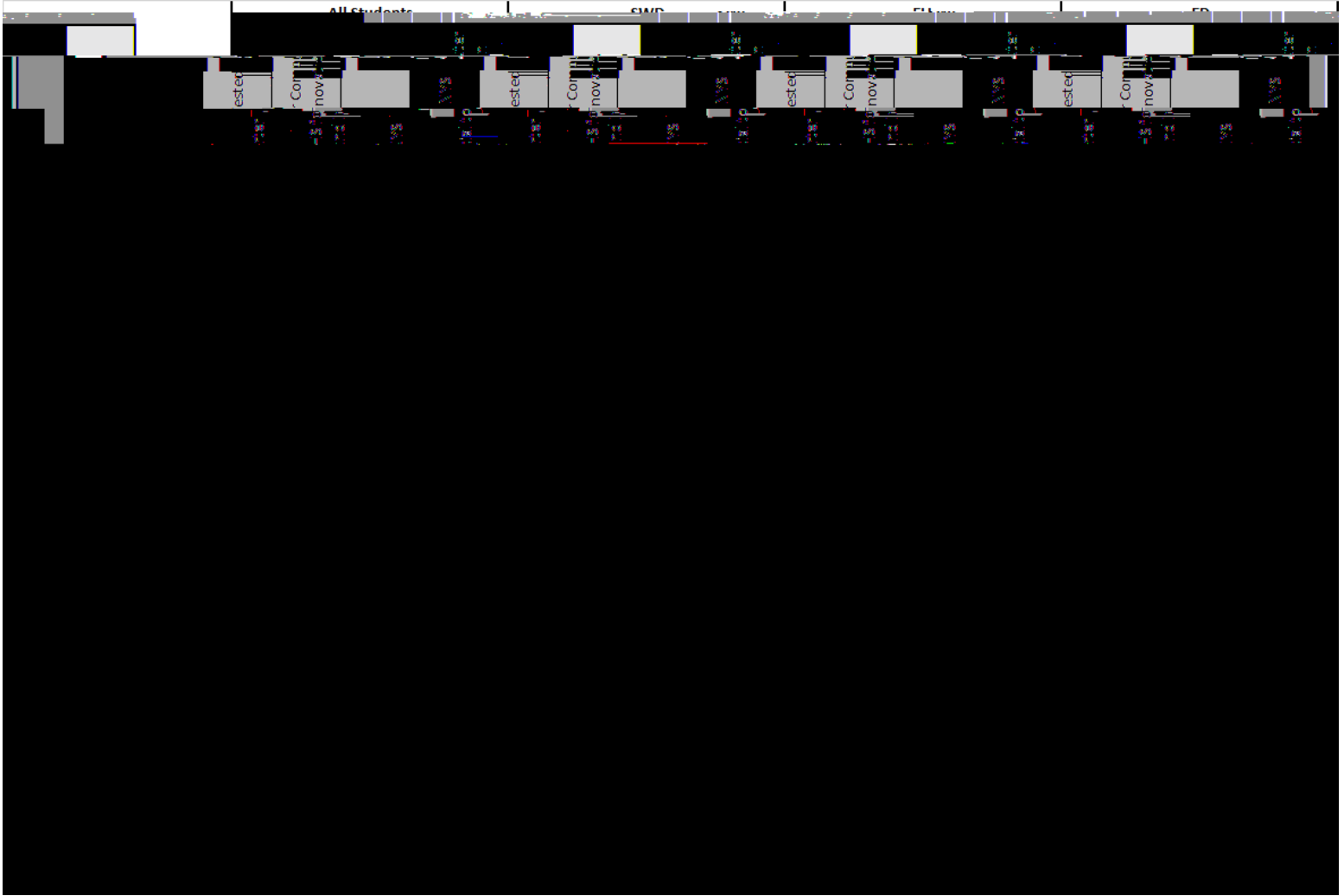
## Regents Outcomes

Charter School

AECI II: NYC CHARTER HIGH SCHOOL FOR COMPUTER ENGINEERING AND INNOVATION

*Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:*

### Annual Regents Outcomes



\*See NOTES (1), (2), (3), (4), and (7).



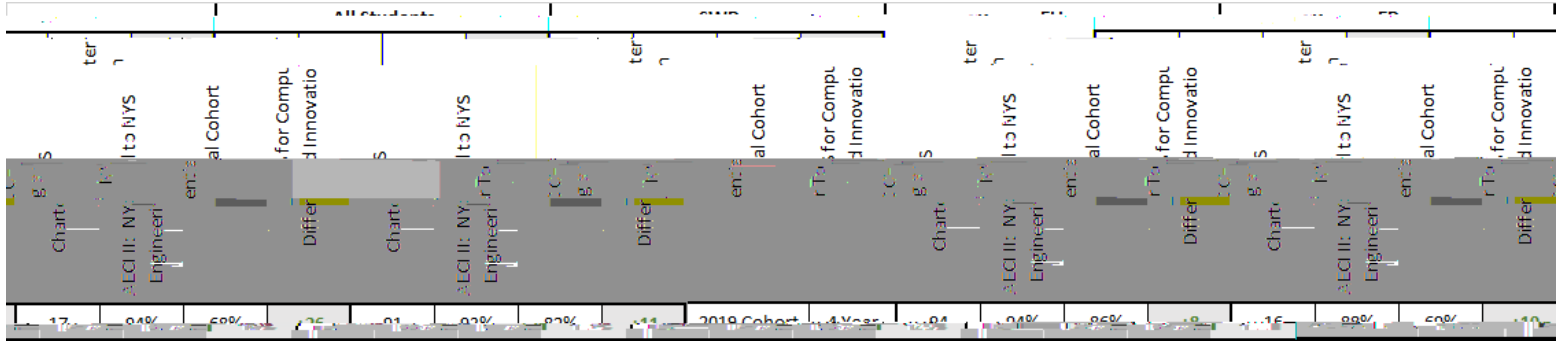
# 2024 NYSED Charter School Information Dashboard

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### 3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

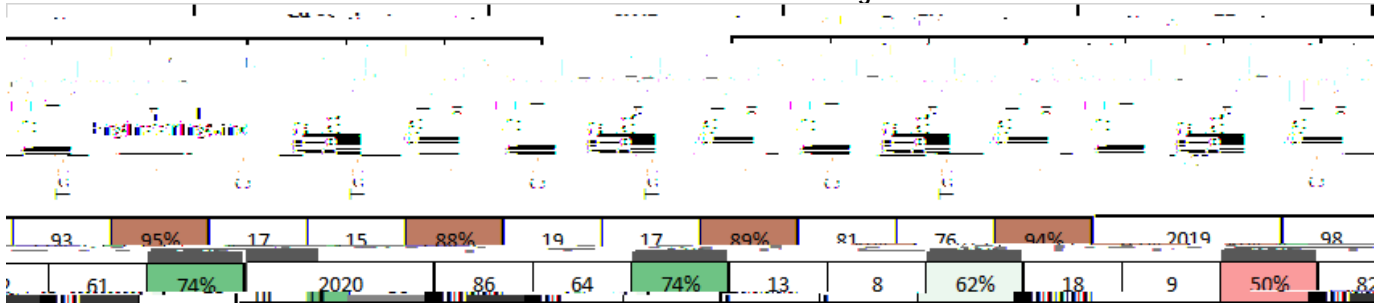
High School Graduation Rates by Cohort



\*See NOTES (2) and (3).

### 3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%



\*See NOTES (2), (3), and (9).



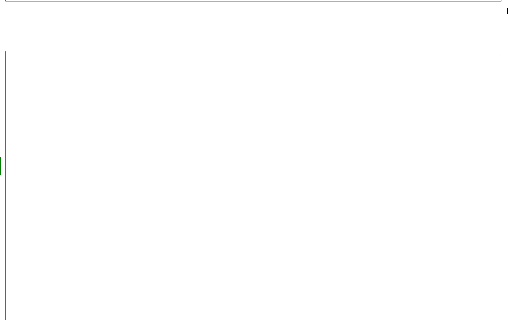
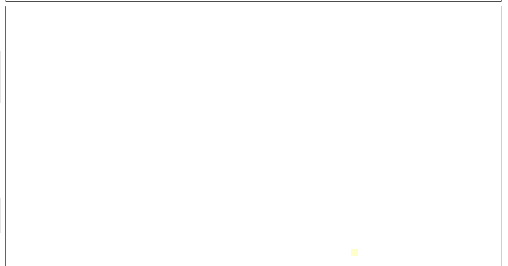
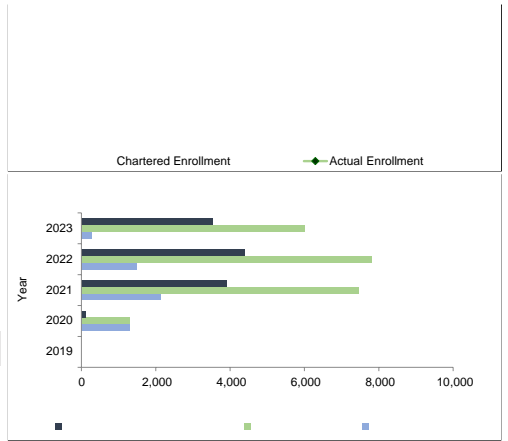
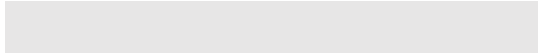
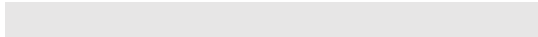




# 2024 NYSED Charter School Information Dashboard

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Other Current Assets  
Total Current Assets  
Non-Current Assets  
Property, Building and Equipment, net  
Restricted Cash  
Security Deposits  
Other Non-Current Assets  
Total Non - Current Assets  
Total Assets  
LIABILITIES and NET ASSETS



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