



New York State Education Department

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

AECI II: NYC Charter High School for Computer Engineering and Innovation

Renewal Site Visit Date(s): November 9-10, 2023
Date of Final Draft Site Visit Report: March 8, 2024
Date of Final Site Visit Report: March 13, 2024

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	AECI II: NYC Charter High School for Computer Engineering and Innovation
Board Chair	Carlo Schiattarella
District of Location	New York City (NYC) Community School District (CSD) 9
Initial Commencement of Instruction	Fall 2019
Charter Term	Initial Charter: September 3, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 500 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12 / 875 students
Comprehensive Management Service Provider	None
Facilities	116 E.169 th Street, Bronx, NY 10452 - Private Space
Mission Statement	<i>AECI II: NYC Charter High School for Computer Engineering & Innovation (“AECI II”) will create an integrated, rigorous academic program that provides students with the necessary skills, knowledge, and practical experience to pursue college and careers in Computer Engineering.</i>
Key Design Elements	<ul style="list-style-type: none"> ● Computer Engineering and Innovation ● Strong Academic Foundations ● Instructional Excellence ● Project Based Learning Classrooms ● Support for the Whole Student ● Development of Young Professionals with Core Values ● Intensive College Readiness Preparation ● Data Informed Teaching & Learning ● Distributed Leadership ● A Positive Culture of High Expectations and Mutual Respect
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	<p>The charter school has requested revisions to:</p> <ul style="list-style-type: none"> ● Increase its grade span to include Grades 6 through 8 to its current Grade 9 through Grade 12 configuration; and to make a corresponding increase to its authorized enrollment from 500 students to 875 students by year four of the renewal charter term. ● Amend the Key Design Elements from Computer Engineering and Innovation; Strong Academic Foundations; Instructional Excellence; Project-based Learning Classrooms; Support for the Whole Student; Development of Young Professionals with Core Values;

¹ The information in this section was provided by the NYS Education Department Charter School Office.

	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 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
Total Approved Enrollment	125	249	375	500	500

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

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

² 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 charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at AEI II on November 9-10, 2023. The New York State Education Department's Charter School Office (CSO) team, in cooperation with school leadership, conducted interviews with the board of trustees, school leadership team, teachers, social-emotional learning team, students, and parents.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the school's principal and the chief executive officer (CEO). NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, and an action plan.

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	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).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

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 (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSLS.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.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

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

- Consistent with traditional pathways as outlined in the new Next Generation Learning Standards: Algebra I (double period for freshmen), Geometry, Algebra I, Pre-Calculus; alternative course options such as Financial Math, Statistics, and SUPA Finance
- Infusion of computer engineering and innovation related concepts into economics, finance, and statistics to further engage students.

Science

- Focus on the following framework across classes: engage, explore, explain, extend and evaluate.
- Courses include Living Environment, Earth Science, Chemistry, Physics, and rotating electives such as Forensics.
- Students learn to observe, generate ideas, make hypotheses, test their ideas logically and empirically and apply meaning to their daily lives.
- The use of tools including, but not limited to, weather station models, seismometers, and virtual dissections provide additional opportunities for students to use technology while practicing the skills recommended for mastery in the Next Generation Science Standards and opportunities for infusion of the school’s theme in the curriculum.

Computer Science and Engineering

- Grade 9: Introduction to Microsoft Applications and Introduction to Computer Engineering
- Grade 10: Introduction to Python Coding
- Grade 11: Introduction to Game Design/ Microsoft Credentialing
- Grade 12: Virtual Enterprise, Physics of Engineering, Robotics
- According to the renewal application, a computer engineering class each year follows the “All Aspects of the Industry” approach.

Social Studies

- As cited in this renewal report, “There is a consistent focus on implementing the NGLS through the Social Studies Framework, as well as reading complex texts from various textbooks, the use of authentic texts, vocabulary development, and writing.
- As noted in the renewal application, “For history and geography, courses draw from texts such as the Prentice Hall Social Studies series.”

Health and Physical Education

- As noted in the renewal application, the main components of health education are teacher-developed lessons and projects, and Holt, Rinehart and Winston’s *Lifetime Health*.
- To align Physical Education and Health with the school’s technology theme, students track their fitness progress using the Fitness Gram app.

Arts

- Aligns to the NYCDOE’s Blueprint for the Arts.
- Students can take advanced electives such as SUPA Animation and Digital Arts.

Languages other than English (LOTE)

- Holt, Rinehart, and Winston’s *Ven Conmigo* series.

Academic Program for SWD and ELL:

- As noted in the renewal report, “The school uses a response to intervention (RTI) approach to identify students at risk of academic failure and provides customized support as appropriate. RTI aligns with AECI II’s commitment to inclusive learning environments, differentiated instruction, and social emotional learning.”
- Ongoing student assessment
- SWD are instructed via integrated co-taught classes, and there is also a Special Education Teacher Support Services (SETTS) program.
- Tiered instruction

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to increased effective professional development, pedagogical growth, and a greater shared understanding of high-quality instruction.

1. Element: ***Curriculum:***

- **Indicator a:** According to the renewal report along with observations of classes with corresponding lesson plans, AECI II has a documented curriculum that is aligned to the NYSLS. Across courses observed, course materials are closely aligned to NYSLS. Lesson plans provided to the SV team identified specific standards of focus for the day.
- **Indicator b:** As seen in classroom observations and highlighted in focus group interviews with school leadership, teachers are working towards using unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. For example, in Global I, the teacher integrates several learning standards for robust lessons. Students engage in high-level discussions and make predictions based on facts/evidence provided.
- **Indicator c:** Focus group interviews with school leadership team indicate that the curriculum is systematically reviewed and revised to meet the evolving needs of learners while also adhering to NYSLS. As noted during the school leadership focus group and in the renewal report, the professional development opportunities offered on Fridays alongside other work times for PLCs are spaces for teachers to reflect curriculum and refine. AECI II houses this information and corresponding plans in a shared Google drive. This work remains ongoing.
- **Indicator c:** Classroom observations and teacher focus group interviews further highlight that curriculum is currently aligned horizontally across classrooms at the same grade level and vertically between grades. During focus group interviews with the school leadership team, the team highlighted one aspect of alignment being writing expectations.

2. Element: ***Instruction:***

- **Indicator a:** The school faculty has a working understanding of high-quality instruction, and instructional practices align to this understanding. Across nearly all classrooms observed, teachers had an AIM/daily objective written on the board for students to see. Teachers appeared to be prepared with their lessons and knowledgeable about their content. Classrooms observed indicate that teachers use high quality materials/resources during instruction (i.e., books, visuals, charts, graphics, integrated technology applications, etc.).
- **Indicator b:** Instructional delivery fostered engagement with the majority of students present within the classroom. However, classroom observations across multiple content areas indicate

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:** According to information provided by the local Committee on Special Education (CSE), AECI II is responsive and supportive in meeting students’ diverse needs. The school also has a strong collaborative relationship with the CSE and is responsive in communications with the CSE. AECI II works to provide students with Specially Designed Instruction, which is evident through the support they provide, aligning the goals to students’ needs, and thoroughly discussing students’ strengths and needs at IEP meetings.

Focus group discussions with special education personnel showed staff dedication and resourcefulness towards providing students with appropriate services. For example, the school arranged for all incoming freshmen with IEPs to be re-evaluated so that the IEP would be current. In addition, the school is working with a company that provides remote speech instruction so that more eligible students can receive those services sooner. The school also has a dedicated ESL teacher and classroom so that it can provide flexible levels of push-in or pull-out support as needed. Finally, the school offers a summer BOOST program to help prepare incoming freshmen for high school work.

- **Indicator b:** Classroom observations, focus group interviews, and renewal report data indicate that AECI II has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers. As noted in the renewal report, AECI II staff use DeansList web-based app to track behavior, referrals, attendance, communication, and interventions for individual students; this platform also facilitates effective information sharing across staff at the school to keep everyone informed about students’ evolving needs. Staff also have regular opportunities to discuss students’ progress and adjust strategies as needed during scheduled PD, PLC, and grade level team meetings.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

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

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** Focus group interviews with the social-emotional learning (SEL) team, school leadership, and students highlight that the school has a clear approach to behavioral management, including a written discipline policy, largely focused on restorative justice. The

school SEL team communicates a belief in restorative justice as the best approach with a progressive tiered system for behavior management and safety for the school population. Focus group interviews emphasized how AECI II has shifted from a more punitive approach to a restorative justice approach. The SEL team takes up this approach to ensure students remain in school and can graduate. Additionally, the school SEL team, per focus group interviews, understands the research concerning best practices around restorative justice and the ways it is beneficial to underserved populations.

- **Indicator b:** School observations indicate that classroom environments are conducive to learning and generally free from disruption. On the 2023 NYCDOE Student Survey, 82 percent of students indicate that “the school acts as a safe space and classrooms are structured to enhance learning time by minimizing the school and classroom disruptions.”
- **Indicator c:** As noted in the renewal report, “The AECI progressive discipline approach generally supports students’ social-emotional development via an array of differentiated supports, interventions, and restorative practices. The ultimate goal of behavioral management at AECI schools is to maximize appropriate conduct that is aligned with the school’s values, encourage students to take responsibility for their actions through logical consequences and reparations, and develop better strategies for future situations.” During focus group interviews, students expressed that the teachers and leaders at AECI II have made the school a “safe space” and that there are not any detrimental incidents they remember happening at the school. In addition, the school has added “youth advisors” to its support system for students. Youth advisors are staff who previously served the function of security / hall monitor but have now been trained in de-escalation techniques.
- **Indicator d:** School observations and interviews with school leadership highlight that the school has systems and policies in place to ensure that the environment is free from harassment and discrimination so that students can feel a sense a safety and inclusion at school. Students, via focus group interviews, echo this same sentiment. For example, it is outlined in the school’s discipline policy and code of conduct the expectations for students. In addition, and as cited in the renewal report, “All staff, regardless of their level of experience or tenure at the school, receive DASA training each year during summer pre-service institute. AECI II’s social work and guidance team, composed of a guidance counselor and four social workers, serve as the DASA coordinators and field related complaints or violations, such as bullying.” Culture-building is also integrated during student-orientation activities.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** As observed via student focus groups and parent focus groups, AECI II maintains strong relationship with families and has a strong communication apparatus with families via several school mechanisms in place (i.e., weekly emails or videos from the principal, periodic outreach from school staff, school events, etc.). The leadership focus group talked about counselors doing fundraising to help families who had utility shut-off notices. They also described enthusiastic family attendance at the annual Toy Drive, which provides gifts for the younger siblings of AECI II students.
- **Indicator b:** Information provided by AECI II to the CSO team outlines a number of ways that the school communicates with parents around student performance, strengths and needs. These include:
 - periodic report cards; and
 - ongoing communications from teachers and school counselors.

According to the renewal application, teachers maintain regular and proactive contact with parents. In addition, parents can access the PowerSchool portal to receive real-time access to student grades. Focus group interviews with parents reinforce that AECI II does an excellent job

with family engagement and communication. Finally, 93 percent of family responses in the 2023 NYCDOE survey of families indicate that “this school makes an effort to reach out to parents and to engage them directly in the processes of strengthening student learning.”

- **Indicator c:** As indicated in the student focus groups, students expressed that the best thing about the school is the diversity present and that they feel connected to the staff and faculty who treat them like family.
- **Indicator d:** The school has a complaint/grievance policy, which explains the process families can follow to bring a complaint to the school’s attention. The principal said that he has an “open-door” policy for families and the community at large to approach him about an issue.
- **Indicator e:** As highlighted in the renewal report, AECI II posts reports and documents to its school website; specifically, the school shares its NYSED Annual Report and the New York State Report Card to efficiently and transparently share performance information with families and the broader school community and promote internal accountability. School leadership shared that these documents are updated annually.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has systems or programs in place to support the social-emotional needs of students. Recently, as evidenced in a focus group with the SEL team highlighting restorative practices, AECI II implemented a new approach with discipline to integrate youth advisors in hallways to facilitate positive interactions among students. In addition, each grade has its own counselor which is directly supervised by the director of school culture—a veteran educator of the Bronx. As noted during focus group interviews, these counselors remain assigned to the same students throughout their high school matriculation so the counselor can develop a relationship with the student and family and support them over several years.
- **Indicator b:** As noted in the renewal report, upon enrolling, each student is assigned to a counselor who consistently works with them over the course of their high school career. This is a priority so that students and their counselors establish and maintain personal and trusting relationships that will best address their developmental and social-emotional needs; these bonds were critically important during the additional stressors and interruptions to learning during the COVID-19 pandemic.” Also highlighted in the renewal report, “During the year, staff use the DeansList app to collect and analyze info on interventions; this data informs individual Crisis Management Plans for students as required that detail known triggers, effective de-escalation techniques, and other relevant information to help staff provide support.” As highlighted during focus group interviews with the SEL team and the school leadership team, the SEL team works in tandem with other school staff, and school leaders collect and use data in the form of surveys (i.e., NYCDOE School Survey) and randomized check-ins to track the evolving social-emotional needs of enrolled students.
- **Indicator c:** As noted in the renewal report, “AECI II leaders collect and analyze data to determine the impact of the school’s social-emotional development programs via the methods described above and go further by asking teachers to engage in ‘Inquiry projects’ based on an issue they identify as a challenge for students.” As noted during leadership team and SEL team focus group interviews, school leaders routinely collect and use data regarding the impact of programs designed to ultimately support students’ social and emotional health.

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

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Effective July 2020, AECI II: NYC Charter High School for Computer Engineering and Innovation and NYC Charter High School for Architecture, Engineering & Construction Industries merged to form AECI Charter Schools Network. AECI Charter Schools Network appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. AECI Charter Schools Network's 2022-2023 composite score is 2.67.

**Composite Scores
2018-2019 to 2022-2023**

Year	Composite Score
2018-2019	-
2019-2020	(0.15)
2020-2021	3.00
2021-2022	2.72
2022-2023	2.67

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.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed AECI Charter Schools Network's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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 setting priorities and goals that are aligned with the school’s mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

Element: *Board Oversight and Governance:*

- **Indicator a:** The focus group interview with the board of trustees (“the board”) highlights that members of the board are recruited according to a needs gap/assessment, as evidenced by the recent appointment to the position of board treasurer. As noted in the renewal report, “The Board utilizes a skill set matrix (e.g., finance, facilities, development/fundraising, human resources, legal, arts, education, marketing/communications, etc.) to ensure that the critical elements of successful charter school board governance are represented and the matrix is utilized as the basis for any Board member search if and when a seat becomes vacant or if an additional background is needed.” The board at AECl II recruits and selects board members with a diverse set of skills and expertise areas that meet the changing needs of the school, as noted in focus group interview with school board. Board members have diverse backgrounds in terms of occupation (i.e., charter school start up, retired banker, educational advocate/retired superintendent/educational consultant). In addition, as noted in focus group interviews along with the school renewal application, the two board officers have been with the organization since 2008 and 2010 respectively and have worked diligently to ensure appropriate board oversight and governance, while also working to meet the needs of the students, families, and community at large.
- **Indicator b:** The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy, as evidenced by yearly board retreats and transparency during board meetings. During focus group

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, itself, and providers.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. Per the board focus group, legal counsel is always present at meetings of the board of trustees.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

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

1. Element: ***School Leadership:***

- **Indicator a:** The school has an effective school leadership team that is working towards staff development and commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning, as evidenced in leadership team debriefings, class observations, and focus group interviews. The principal tries to set a positive environment from the start of the day by standing outside and welcoming staff and students to the building every morning.

- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are defined. Members of the school community adhere to defined roles and responsibilities, but often leadership team must assume multiple roles, as mentioned in the leadership team focus group interview and seen in school observations. The leadership team engages in weekly team meetings to ensure that all parties are aware of school happenings and leadership can “fill in” wherever needed. The principal shares via the leadership team focus group that systems are currently still being developed and refined.
- **Indicator c:** Focus group interviews with the school leadership team along with the renewal report highlight the commitment that school leadership has towards staff having requisite skills, expertise, and professional development necessary to meet students’ needs. As noted in the renewal report, professional development is differentiated, tailored to the needs of each teacher. The network provides intensive pre-service professional development workshops each summer for all school staff including aides, security, and school custodial staff on a variety of topics including equity, teaming, and social-emotional learning. AECI II also provides a weeklong summer session for its campus staff and separate additional development for new teachers.
- **Indicator d:** The principal explained to the SV Team that the school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. According to the renewal report, “Underperforming staff are first notified that they need to improve through informal meetings with their supervisor, with specific examples given, such as receiving a ‘developing’ or ‘ineffective’ rating. Struggling staff members participate in weekly meetings with an assistant principal who delineates relevant goals for the week, receive coaching visits from an on-staff coaching mentor, and are encouraged to visit the classrooms of master teachers to mirror some of the instructional strategies they use in their classrooms. If the staff member fails to improve, he or she will be put on a formal improvement plan, with written notice detailing the areas needing improvement and links to resources in the form of in-house and outside PD, articles, and books. The staff member’s performance is then regularly revisited, they receive counseling from the HR director to map a transition plan, and if ultimately warranted the staff member may be dismissed or not asked to return for a subsequent year.” The principal and the CEO highlighted during focus group interviews that the school makes every effort to retain and develop high quality teachers. Considerations are sometimes made to move personnel are also occasionally moved to a different role that might be a better fit. As per the CEO and principal, who provide executive coaching to newer administrators, it is of utmost importance to position leaders in a pipeline such that they can be flexible in moving across different roles should the need/opportunity emerge. AECI II has made strides, ensuring a cohesive and diligent team—one that is committed to continual development.

2. Element: ***Professional Climate:***

- **Indicator a:** As observed during the visit, the school is fully staffed with dedicated and professional staff to meet all educational and operational needs, including finance, human resources, and communication. Additional staff positions in areas such as partnerships/internships, climate and culture, and post-secondary planning all contribute to the school’s programs. During the focus group interview, new teachers expressed that they felt supported by the school to pursue additional credentials and graduate study.
- **Indicator b:** As evidenced during teacher focus group interviews, the school has established structures for frequent collaboration among teachers and is working towards cross-content collaboration for higher levels of project-based learning. For example, the staff is provided with time to have weekly team meetings by grade and content area. Focus group interviews with school leadership noted that staff also have access to shared data drives (i.e., Google Drive) for

the sake of transparency and collaboration. Also noted during teacher focus group interviews is the desire among staff to receive additional graduate training in relevant pedagogical approaches related to collaboration and project-based learning.

- **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs, as evidenced by focus groups, which highlighted that Fridays are devoted to professional development learning sessions. Per the principal, teachers have a yearly calendar of professional development learning sessions. Some sessions are required, and some are offered as optional, allowing staff to select those that are based on their areas of interest. ,.
- **Indicator d:** As noted during teacher focus group interviews, the school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction through various methods. According to the renewal application, the school collects formative feedback on the curriculum through frequent conversations and professional development. Teachers are asked to take surveys at the immediate conclusion of PD sessions. The school formally gauges teacher satisfaction using the NYCDOE Teacher Survey. In addition, the renewal application notes, and the principal confirmed that he has an “open door” policy and culture, a practice that encourages and fosters communication, feedback, and collegiality.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** n/a

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to increased mentorship of teachers to support the KDE of Instructional Excellence and the fall 2023 creation of an “executive director of partnerships and internships” position to create more opportunities for the KDE of Project-Based Learning.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** School stakeholders are working towards sharing common and consistent understanding of the school’s mission and key design elements outlined in the charter. As noted in the renewal application, “The school’s mission, core beliefs, and key design elements (as listed and implemented as described below) are prominently displayed on the school website, in staff, family, and student handbooks, and referenced during professional development sessions, open houses, and board meetings open to the public.”
- **Indicator b:** Key design elements fully implemented include:
 - **Strong Academic Foundations:** As noted in the renewal application, “AECI II strategically utilizes student scheduling, such as double block periods in both math and ELA, to provide more time on task in core content areas and help close achievement gaps experienced in the transition from middle school; this ensures that students have the language and math skills necessary for the project-based technology and engineering curriculum.”
 - **Computer Engineering and Innovation:** As noted in the renewal application, “At AECI II, students explore careers, skills, knowledge, and practical experiences leading to college and a career in the computer engineering industry. Course offerings include numerous options for students in the fields of computer science and technological innovation and emphasize science and math proficiency, effective communication, and critical thinking skills through a standards-based core curriculum.”
 - **Instructional Excellence:** As highlighted in the renewal application, “AECI II instructional leaders conduct weekly targeted informal and formal observations for each teacher mixed with reflective practice discussions on the feedback to drive pedagogical improvements. As noted by the principal and the CEO during classroom observations of teachers and during leadership team focus group interviews, ensuring that teachers are teaching at their highest capacity is of utmost importance. The principal suggested that pedagogical skills are still a work in progress.”

- **Support for the Whole Student:** AECI II takes seriously educating the whole child. As pointed out in the renewal application, “AECI II students come from diverse home and prior educational environments, with a wide range of needs; therefore, it is mission critical that the school provides a culturally responsive environment that communicates to students that the school genuinely cares about their cultural, emotional, and intellectual needs. This is underscored in 2023 NYCDOE student surveys in which students noted feelings of safety and support while at school.
- **Development of Young Professionals with Core Values:** As noted in the renewal application, “In order to develop young professionals, the school has created student and career-friendly events to expose students to professionals in the fields of computer engineering and innovations through the “I Commit to Graduate,” Career Fair, and Dress for Success. Additional support for high school and post high school social emotional growth includes bi-weekly workshops geared to equip students with the tools to navigate and overcome challenges in the workforce.”
- **Intensive College Readiness Preparation:** As highlighted in the renewal application, “AECI II assigns each student a single counselor who helps them identify target colleges/universities and attend college fairs and trips; complete all application requirements, including SAT/ACT preparation, development of college essays, and securing letters of recommendation, pursue and secure financial aid, including completing FAFSA and scholarship applications. AECI II utilizes Naviance to facilitate the college application process and include students’ families through informational sessions and assistance with paperwork as well as college preparation workshops around the application process and financial application. These themes are reinforced through Advisory lessons and with Alumni panels so students can learn more in depth about these processes from AECI II graduates.” Focus group interviews with school leadership team also points out that students (sophomores, juniors, and seniors) have the opportunity to take dual-credit classes at select local colleges.
- **Data-Informed Teaching & Learning:** As noted in the renewal report, “The school utilizes a balance of formative, summative, and diagnostic assessments to guide understanding of student performance. AECI II’s leadership team supports both teachers and students to use qualitative and quantitative data to inform teaching and learning. For example, teachers use performance data to set benchmarks, measure student growth, make overall instructional course corrections, and individualize instruction to meet specific students’ needs. Teachers provide feedback to students on a regular basis so that students understand what they need to do to improve their work and identify next steps. Assessments including midterms and practice Regents exams also inform curricular revisions and/or supplementation to ensure all students are progressing towards the relevant standards.” Classroom observations and focus group interviews with school leadership indicate that teachers also use “Exit Tickets” and “Do Nows” as a form of data-informed teaching and learning, as they provide immediate results.
- **Distributed Leadership:** As pointed out in the renewal report for AECI II, “Leaders in training participate in professional development and training and have been given opportunities to experience leadership focused tasks which require vision to implement school wide systems and policy. Leaders in training are stepping into roles such as department chairs, online educational coordinators, testing coordinators, and administration.” School leadership team also spoke to the importance of creating a teacher-pipeline to prepare up-and-coming school leaders.

- **A Positive Culture of High Expectations and Mutual Respect:** As noted in the renewal report, “AECI II’s leaders and teachers engage people, ideas, and resources to put into practice the programs that realize high expectations of achievement. The staff recognizes the contributions of diverse students when developing and maintaining school culture through a culturally competent curriculum that is relevant to students’ lives and backgrounds. Following the talent management efforts and resulting successes of AECI I, AECI II prioritizes faculty diversity to create and develop a well-rounded staff that is uniquely capable of supporting AECI II students’ needs and strengths.” Focus group interviews with the SEL team also highlighted the work that AECI II does to maintain high expectations and mutual respect such as through championing fairness and respect.

Key design elements partially implemented include:

- **Project Based Learning Classrooms:** As noted in focus group interviews, school leadership is actively working on infusing project-based learning activities across all classrooms. As noted in the renewal report, STEM classes are infused with project-based learning activities, but this is not true for all classes. Focus group interviews with school leadership highlight teachers participate in weekly professional development opportunities to refine their instructional approaches to move them towards project-based learning.

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. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to continued under-enrollment of SWD and ELL.

1. Element: **Targets are met:**

- **Indicator a:** The school’s 2022-2023 overall enrollment, at 84 percent, is only one point shy of the required 85 percent of contracted enrollment. However, it is consistent with overall enrollment figures for 2020-2021 and 2021-2022 at 85 percent and 86 percent, respectively. In 2022-2023, the school’s enrollment of economically disadvantaged students exceeded the DOL, NYC CSD 9, by +5 percentage points.

2. Element: **Targets are not met:**

- **Indicator a:** AECI II student enrollment of SWD and ELL is not commensurate with the DOL. Enrollment for SWD is -5 percentage points below and for ELL is -8 percentage points below. Retention rates are also below the DOL with overall -3 percentage points and SWD, ELL, and ED -1, -10, and -3 percentage points below, respectively.
- **Indicator b:** Although the school is not meeting all enrollment targets, it has implemented extensive recruitment strategies and program services to attract and retain SWD, ELL, and students who are eligible for free and reduced priced lunch. As indicated in the renewal report

and expanded on during focus group interviews, AECI II engages in the following practices to meet student enrollment and retention targets for ELL:

- Securing the services of a powerful student recruitment service (Schola), to target families who are interested in sending their child to AECI II. Schola has expertise in identifying, target marketing and recruitment of ESL students;
- Utilizing a professional digital designer to redesign recruitment flyers to ensure a visually friendly, appealing version of recruitment mediums in multiple languages, English and Spanish, specific to ESL recruitment;
- Conducting targeted ELL outreach in visits to district middle schools;
- Developing and maintaining relationships with organizations that serve recent immigrants;
- Engaging in a redesign of the open house presentation to include family education about the ESL services available at the school;
- Having a bilingual parent ambassador who has developed deep relationships with families and the community. She serves as the main point of contact for families, organizes parent workshops, and supports the AECI II team with ongoing student recruitment and enrollment efforts. She also calls the family of each newly admitted student to welcome them to the school community;
- Employing a full-time, certified ELL teacher, and providing afterschool and weekend instruction, and extra office hours with counselors and advisors;
- Conducting one-on-one intake sessions with each ELL student and their family prior to the beginning of the school year;
- Providing summer and periodic professional development around developing and scaffolding materials to provide all teachers with the tools to help students engage with the curriculum and materials most effectively;
- Closely monitoring each students' progress through ongoing assessments and regularly communicated this progress to students and families; and
- Offering additional parent engagement opportunities for families of ELL.

According to this renewal report, "AECI II's targeted and ongoing strategies to enroll and retain SWD" include:

- Meeting with the Committee on Special Education (CSE) for NYC CSD 9 to inform them about the school and provide them with promotional materials for parents;
- Establishing and maintaining relationships with special education coordinators and middle schools in the community; additionally, on recruiting visits to middle schools;
- Distributing promotional materials listing special supports available for students with special needs; and
- Publicly sharing AECI II's record of success in both working successfully with and retaining students with disabilities on the school website and in recruitment materials.

Ultimately, AECI II is working towards refining recruitment and retention materials to attract more students who are classified as ELL and SWD.

- **Indicator c:** As noted in focus group interviews with school leadership team, AECI II has a systematic process for evaluating recruitment and outreach strategies and makes strategic improvements as needed. They track each recruitment activity, noting the data, time, location, number of attendees, and other important information about each community engagement offering. This allows them to evaluate the effectiveness of the outreach and to adjust as needed.

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.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

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

1. Element: **Legal Compliance:**

- **Indicator a:** The school has compiled a record of general compliance with applicable state and federal laws and the provisions of its charter including, but not limited to those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. The school posts required information and documents on its website, including a calendar of board of trustees’ meetings, meeting minutes, FOIL policy and subject matter list, DASA policy, and several others. The school had three uncertified teachers more than the statute allows during the 2022-2023 school year, however, according to teachers and staff, the new network director of human resources (whose position was created for the 2022-2023 school year) actively works with teachers who do not meet this requirement, inclusive of offering a reduced tuition rate for teachers enrolled in a graduate study leading to certification. The network also consults with the New York City Charter School Center regarding pathways to certification. The school has a history of compliance with fingerprint clearance of its staff. During the charter term, only one staff member began working prior to receiving clearance. This happened in the 2022-2023 school year, when a staff member began work fifteen days prior to receiving official clearance.
- **Indicator b:** The school has not been requested to undertake corrective action by the CSO.
- **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions. For example, the school consulted with the CSO for clarification and feedback

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

418

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
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	116 E 169TH ST, BRONX, NY, 10452
Website:	http://aeci2charterhs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MR. DERICK SPAULDING
CEO Phone:	646-221-8518
CEO Email:	dspaulding@aecicharterhs.org
BOT President:	MR. CARLO SCHIATTARELLA
BOT President Phone:	646-831-6102
BOT President Email:	carlo@schoolhouseproject.net
Institution ID:	800000090717

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Brandy Marshall
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

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

2023 3-8 Assessments; 2022 4 Year Graduations

AECI II: NYC CHS for Computer Engineering and Innovation		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
High School	+/- 5	A Philip Randolph Campus HS	.	.	.	-83
		Astor Collegiate Academy	.	.	.	-80
		Belmont Preparatory HS	.	.	.	-76
		Bronx Legacy HS	.	.	.	.
		Bronx Center for Science and Mathematics	.	.	.	-95
		Bronx HS for Writing and Communication Arts	.	.	.	-73
		Bronx Health Sciences HS	.	.	.	-98
		Bronx School of Law and Finance	.	.	.	-83
		Brooklyn School for Math and Research (The)	.	.	.	-93
		Business of Sports School	.	.	.	-87
		Cinema School (The)	.	.	.	-95
		Dewitt Clinton HS	.	.	.	-91
		East Community School	.	.	.	-72
		East Upper HS	.	.	.	-85
		Eximius College Preparatory Academy: A College Boar	.	.	.	-89
		Global Learning Collaborative (The)	.	.	.	-89
		Gorton HS	.	.	.	-90
		HS for Enterprise, Business & Technology (The)	.	.	.	-85
		HS for Law, Advocacy and Community Justice	.	.	.	-76
		HS of Arts and Technology	.	.	.	-83
		Hero (Health, Education and Research Occupations) HS	.	.	.	-92
		Hudson HS of Learning Technologies	.	.	.	-86
		Information Technology HS	.	.	.	-88
		Knowledge and Power Prep Academy International HS	.	.	.	-100
		Landmark HS	.	.	.	-85
		Lincoln HS	.	.	.	-95
		Manhattan Business Academy	.	.	.	-93
		Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	-83
		Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	-78
		Mckinley Vocational HS	.	.	.	-87
		New Visions CHS for the Humanities	.	.	.	-100
		New Visions CHS for the Humanities II	.	.	.	-84
		Public Service Leadership Academy At Fowler	.	.	.	-76
Queens Technical HS	.	.	.	-84		
Rochester Early College International HS	.	.	.	-93		
Roosevelt HS - Early College Studies	.	.	.	-94		
South Bronx Community CHS	.	.	.	-75		
Union Square Academy for Health Sciences	.	.	.	-88		
Unity Center for Urban Technologies	.	.	.	-97		
Urban Assembly School for Media Studies	.	.	.	-89		
Urban Assembly School of Business for Young Women	.	.	.	-74		
Victory Collegiate HS	.	.	.	-87		
Westchester Square Academy	.	.	.	-88		
Williamsburg HS of Art and Technology (The)	.	.	.	-95		
World Academy for Total Community Health HS	.	.	.	-71		
	Mean	.	.	.	-86	
+/- 7.5	Abraham Lincoln HS	.	.	.	-86	
	Academy for Conservation and the Environment	.	.	.	-98	
	Academy of Finance and Enterprise	.	.	.	-97	
	Academy of Hospitality and Tourism	.	.	.	-81	
	American Sign Language & English Secondary School	.	.	.	-94	

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Benjamin Franklin HS for Finance and Information Tec	.	.	.	-92
Bronx Academy of Health Careers	.	.	.	-93
Bronx Aerospace HS	.	.	.	-78
Bronx Career and College Preparatory HS	.	.	.	-80
Bronx Compass HS	.	.	.	-87
Bronx HS for the Visual Arts	.	.	.	-81
Bronx River HS	.	.	.	-83
Bronxdale HS	.	.	.	-81
Bronxwood Preparatory Academy (The)	.	.	.	-85
Brooklyn HS for Law and Technology	.	.	.	-83
Burgard HS	.	.	.	-67
CHS for Law and Social Justice	.	.	.	-80
Civic Leadership Academy	.	.	.	-94
Collegiate Institute for Math and Science	.	.	.	-87
Corcoran HS	.	.	.	-83
Earl Monroe New Renaissance Basketball Academy CS	.	.	.	.
East New York Arts and Civics HS (The)	.	.	.	-82
Energy Tech HS	.	.	.	-95
Gotham Collaborative HS	.	.	.	-68
HS for Climate Justice (The)	.	.	.	-84
HS for Global Citizenship (The)	.	.	.	-87
HS for Health Professions & Human Services	.	.	.	-96
HS for Medical Professions	.	.	.	-90
HS of Applied Communications	.	.	.	-99
HS of Economics & Finance	.	.	.	-92
HS of Hospitality Management	.	.	.	-80
Henninger HS	.	.	.	-75
Herbert H Lehman HS	.	.	.	-80
Jacqueline Kennedy-Onassis HS	.	.	.	-83
John Adams HS	.	.	.	-84
John Dewey HS	.	.	.	-83
Lewis J Bennett HS of Innovative Technolgy	.	.	.	-89
Math, Engineering and Science Academy CHS	.	.	.	-94
Mathematics, Science Research and Technology Magn	.	.	.	-73
Mott Hall Bronx HS	.	.	.	-85
New Visions CHS for Advanced Math and Science II	.	.	.	-98
Orchard Collegiate Academy	.	.	.	-94
Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-93
Richmond Hill HS	.	.	.	-74
Riverside Academy HS	.	.	.	-73
Riverside HS	.	.	.	-97
University Neighborhood HS	.	.	.	-99
University Prep CHS	.	.	.	-95
Urban Action Academy	.	.	.	-67
Urban Assembly Academy of Government and Law	.	.	.	-88
Urban Assembly CS for Computer Science	.	.	.	.
Urban Assembly School for Collaborative Healthcare (T	.	.	.	-91
Validus Preparatory Academy	.	.	.	-71
Veritas Academy	.	.	.	-85
Williamsburg CHS	.	.	.	-84
Mean	.	.	.	-86
+/- 10				
Academy for Health Careers	.	.	.	-89
Academy of Innovative Technology	.	.	.	-91
August Martin HS	.	.	.	-95
Bronx Academy for Software Engineering (Base)	.	.	.	-81
Bronx Collaborative HS	.	.	.	-88
Bronx Engineering and Technology Academy	.	.	.	-79
Bronx Envision Academy	.	.	.	-86
Bronx HS for Law and Community Service	.	.	.	-98
Bronx Leadership Academy IIHS	.	.	.	-81
Bronx Theatre HS	.	.	.	-88
Brooklyn Community Arts and Media HS (Bcam)	.	.	.	-87
Brooklyn Community HS for Excellence and Equity	.	.	.	-80
Broome Street Academy CHS	.	.	.	-60
Cambria Heights Academy	.	.	.	-87

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Careers In Sports HS	.	.	.	-77
Celia Cruz Bronx HS of Music (The)	.	.	.	-100
Chelsea Career and Technical Education HS	.	.	.	-89
Clara Barton HS	.	.	.	-76
Community School for Social Justice	.	.	.	-67
Cultural Academy for the Arts and Sciences	.	.	.	-89
Curtis HS	.	.	.	-75
Cypress Hills Collegiate Preparatory School	.	.	.	-92
Ebc HS for Public Service-Bushwick	.	.	.	-93
Edison Career and Technology HS	.	.	.	-58
El Puente Academy for Peace and Justice	.	.	.	-77
Emerson School of Hospitality	.	.	.	-87
Facing History School (The)	.	.	.	-82
Fannie Lou Hamer Freedom HS	.	.	.	-81
Food and Finance HS	.	.	.	-81
Fordham HS for the Arts	.	.	.	-96
Fordham Leadership Academy	.	.	.	-100
Gramercy Arts HS	.	.	.	-95
HS for Arts and Business	.	.	.	-98
HS for Energy and Technology	.	.	.	-94
HS for Environmental Studies	.	.	.	-93
HS for Innovation In Advertising and Media	.	.	.	-78
HS of Computers and Technology	.	.	.	-83
HS of Fashion Industries (The)	.	.	.	-95
HS of Telecommunication Arts and Technology	.	.	.	-97
Harry S Truman HS	.	.	.	-80
Health Opportunities HS	.	.	.	-75
Heritage School (The)	.	.	.	-75
Hs for Law Enforcement and Public Safety	.	.	.	-88
International Leadership Charter HS	.	.	.	-90
Inwood Early College for Health and Information Tech	.	.	.	-88
John Bowne HS	.	.	.	-79
John Jay School for Law	.	.	.	-85
Lackawanna HS	.	.	.	-77
Leadership & Public Service HS	.	.	.	-87
Longwood Preparatory Academy	.	.	.	-82
Lower Manhattan Arts Academy	.	.	.	-80
Manhattan Center for Science & Mathematics	.	.	.	-97
Manhattan Early College School for Advertising	.	.	.	-92
Martin Van Buren HS	.	.	.	-87
Metropolitan Soundview HS (The)	.	.	.	-76
Millenium Art Academy	.	.	.	-79
Morris Academy for Collaborative Studies	.	.	.	-91
Mott Hall HS	.	.	.	-80
Mount Vernon HS	.	.	.	-65
Mount Vernon Steam Academy	.	.	.	-87
Murray Hill Academy	.	.	.	-84
New Design HS	.	.	.	-87
New Visions CHS for Advanced Math and Science	.	.	.	-96
New York City CHS for Architecture, Engineering & Con	.	.	.	-94
Northside CHS	.	.	.	-94
Nottingham HS	.	.	.	-71
Pace HS	.	.	.	-75
Park East HS	.	.	.	-100
Pelham Lab HS	.	.	.	-76
Pelham Preparatory Academy	.	.	.	-93
Progress HS for Professional Careers	.	.	.	-72
Queens HS for Information, Research and Technology	.	.	.	-89
Renaissance HS for Musical Theater and the Arts	.	.	.	-85
Richard R Green HS of Teaching	.	.	.	-88
Robert F Kennedy Community HS	.	.	.	-88
Robert H Goddard HS for Communication Arts & Tech	.	.	.	-99
School for Excellence	.	.	.	-60
School for Human Rights (The)	.	.	.	-88
Schuylerville Preparatory HS	.	.	.	-85
South Park HS	.	.	.	-80

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Stephen T Mather Building Arts and Craftmanship HS	.	.	.	-88
Thomas R Proctor HS	.	.	.	-86
Urban Assembly School for Emergency Management (	.	.	.	-93
Urban Assembly School for Green Careers (The)	.	.	.	-95
Urban Assembly School for Music and Art	.	.	.	-83
Urban Assembly School for the Performing Arts	.	.	.	-81
Urban Assembly School of Design and Construction	.	.	.	-84
Williamsburg Preparatory School	.	.	.	-99
Yonkers HS	.	.	.	-95
Mean	.	.	.	-85
Mean	.	.	.	-86

*See NOTES (1) and (11).

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

		All Students				SWD				ELL				ED			
		Total Charter Tested	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Total Charter Tested	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Total Charter Tested	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Total Charter Tested	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	54	100%	93%	+7	11	100%	90%	+10	13	100%	90%	+10	48	100%	92%	+8
	2020-2021	92	100%	97%	+3	22	100%	96%	+4	9	100%	98%	+2	87	100%	97%	+3
	2021-2022	121	44%	63%	-19	23	30%	42%	-12	23	26%	46%	-20	110	41%	56%	-15
	2022-2023	134	27%	57%	-30	31	19%	35%	-16	47	17%	40%	-23	133	27%	50%	-23
Algebra II (Common Core)	2020-2021	11	100%	100%	0	.	.	.	.	.	.	.	.	7	100%	100%	0
	2021-2022	59	8%	68%	-60	6	0%	40%	-40	13	15%	40%	-25	46	9%	54%	-45
	2022-2023	28	0%	64%	-64	.	.	.	.	7	0%	30%	-30	27	0%	48%	-48
English Language Arts (Common Core)	2020-2021	100	100%	99%	+1	19	100%	98%	+2	23	100%	98%	+2	88	100%	99%	+1
	2021-2022	88	70%	84%	-14	19	42%	63%	-21	16	31%	58%	-27	74	70%	78%	-8
	2022-2023	132	56%	77%	-21	29	34%	52%	-18	29	28%	40%	-12	126	55%	69%	-14
Geometry (Common Core)	2019-2020	10	100%	98%	+2	.	.	.	.	.	.	.	.	6	100%	97%	+3
	2020-2021	87	100%	100%	0	19	100%	100%	0	20	100%	100%	0	80	100%	100%	0
	2021-2022	92	18%	57%	-39	19	5%	31%	-26	16	19%	33%	-14	80	19%	44%	-25
	2022-2023	71	11%	53%	-42	11	9%	23%	-14	11	9%	25%	-16	66	12%	39%	-27
Global History	2020-2021	92	100%	100%	0	21	100%	100%	0	20	100%	100%	0	80	100%	100%	0
	2021-2022	101	73%	81%	-8	20	35%	57%	-22	18	67%	63%	+4	87	72%	74%	-2
	2022-2023	116	53%	74%	-21	26	31%	44%	-13	24	29%	48%	-19	110	55%	64%	-9
Living Environment	2019-2020	52	100%	96%	+4	9	100%	93%	+7	12	100%	94%	+6	45	100%	95%	+5
	2020-2021	109	100%	98%	+2	27	100%	97%	+3	16	100%	98%	+2	104	100%	98%	+2
	2021-2022	111	39%	76%	-37	24	25%	53%	-28	21	24%	51%	-27	98	37%	67%	-30
	2022-2023	144	26%	63%	-37	34	18%	36%	-18	47	17%	35%	-18	143	27%	52%	-25
Physical Setting / Chemistry	2021-2022	81	2%	62%	-60	9	0%	36%	-36	16	0%	35%	-35	63	2%	49%	-47
	2022-2023	18	17%	65%	-48	.	.	.	.	.	.	.	.	16	19%	50%	-31
Physical Setting / Earth Science	2020-2021	112	100%	98%	+2	21	100%	98%	+2	26	100%	99%	+1	99	100%	98%	+2
	2021-2022	78	23%	61%	-38	20	5%	38%	-33	14	0%	37%	-37	70	23%	50%	-27
	2022-2023	61	62%	60%	+2	13	38%	37%	+1	14	43%	31%	+12	58	62%	49%	+13
US History and Government	2021-2022	90	100%	100%	0	15	100%	100%	0	18	100%	100%	0	75	100%	100%	0
	2022-2023	55	53%	82%	-29	10	20%	60%	-40	14	43%	60%	-17	52	52%	74%	-22

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

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

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS
ELA	2019	94	96%	81%	+15	16	81%	56%	+25	17	94%	54%	+40	91	96%	75%	+21
Global History	2019	94	95%	82%	+13	16	88%	68%	+20	17	88%	63%	+25	91	95%	79%	+16
Math	2019	94	97%	90%	+7	16	94%	74%	+20	17	88%	73%	+15	91	97%	87%	+10
Science	2019	94	98%	90%	+8	16	94%	77%	+17	17	94%	70%	+24	91	98%	88%	+10
US History	2019	94	94%	80%	+14	16	88%	64%	+24	17	94%	64%	+30	91	93%	76%	+17

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

*See NOTES: (1), (2), (3), and (12).

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

		All Students				SWD				ELL				ED			
		Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS	Charter Total Cohort	AECI II: NYC CHS for Computer Engineering and Innovation	NYS	Differential to NYS
2019 Cohort	4 Year	94	94%	86%	+8	16	88%	69%	+19	17	94%	68%	+26	91	93%	82%	+11

*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%

AECI II: NYC CHS for Computer Engineering and Innovation	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2019	98	93	95%	17	15	88%	19	17	89%	81	76	94%
2020	86	64	74%	13	8	62%	18	9	50%	82	61	74%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

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

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

AECI II: NYC CHS for Computer Engineering and Innovation	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	125	114	91%
2020-2021	249	211	85%
2021-2022	375	323	86%
2022-2023	500	418	84%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District
2019-2020	21%	26%	-5	25%	29%	-4	88%	91%	-3
2020-2021	21%	25%	-4	19%	30%	-11	91%	93%	-2
2021-2022	20%	25%	-5	18%	31%	-13	87%	91%	-4
2022-2023	19%	24%	-5	22%	30%	-8	97%	92%	+5

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District	AECI II: NYC CHS for Computer Engineering and Innovation	NYC CSD 9	Differential to District
2020-2021	91%	86%	+5	92%	81%	+11	93%	88%	+5	90%	85%	5
2021-2022	81%	84%	-3	71%	80%	-9	83%	84%	-1	81%	84%	-3
2022-2023	79%	82%	-3	77%	78%	-1	74%	84%	-10	79%	82%	-3

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

AECI II: NYC CHS for Computer Engineering and Innovation		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2019 Cohort	4-Year	101	71	70%	22	11	50%	26	20	77%	87	63	72%

*See NOTES (2), (3), and (10) below.

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

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

AUDITED FINANCIALS

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	-	9	9-10	9-11	9-12
Maximum Chartered Grades Served	-	9-12	9-12	9-12	9-12
Chartered Enrollment	-	125	249	375	500
Maximum Chartered Enrollment	-	500	500	500	500
Actual Enrollment	-	114	211	323	418

ASSETS

Current Assets

Cash and Cash Equivalents	-	117,140	3,925,558	4,401,040	3,548,560
Grants and Contracts Receivable	-	382,381	787,329	925,787	705,123
Prepaid Expenses	-	61,125	175,510	32,174	2,975
Other Current Assets	-	-	625,000	-	-
Total Current Assets	-	560,646	5,513,397	5,359,001	4,256,658

Non-Current Assets

Property, Building and Equipment, net	-	577,968	1,406,521	1,882,252	1,020,147
Restricted Cash	-	50,070	200,646	201,137	102,821
Security Deposits	-	116,885	359,744	359,744	47,859
Other Non-Current Assets	-	-	-	-	578,898
Total Non - Current Assets	-	744,923	1,966,911	2,443,133	1,749,725
Total Assets	-	1,305,569	7,480,308	7,802,134	6,006,383

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	78,163	219,345	296,754	128,129
Accrued Payroll and Payroll Taxes	-	153,821	918,869	1,209,375	778,581
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	1,062,988	-	-	(1,203,143)
Total Current Liabilities	-	1,294,972	1,138,214	1,506,129	(296,433)

Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	1,014,414	-	584,703
Total Long-Term Liabilities	-	-	1,014,414	-	584,703
Total Liabilities	-	1,294,972	2,152,628	1,506,129	288,270

NET ASSETS

Unrestricted	-	10,597	5,327,680	6,296,005	5,718,113
Restricted	-	-	-	-	-
Total Net Assets	-	10,597	5,327,680	6,296,005	5,718,113
Total Liabilities and Net Assets	-	1,305,569	7,480,308	7,802,134	6,006,383

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

State and Local Per Pupil Revenue - Reg. Ed	-	1,722,948	10,896,023	12,930,758	7,730,240
State and Local Per Pupil Revenue - SPED	-	272,916	1,969,385	2,032,017	1,081,751
State and Local Per Pupil Facilities Revenue	-	431,250	721,688	1,121,250	-
Federal Grants	-	900,649	999,026	2,713,965	1,413,917
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	-	219,996	546
Total Operating Revenue	-	3,327,763	14,586,122	19,017,986	10,226,454

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

Regular Education	-	1,817,027	7,196,986	10,153,656	4,959,987
Special Education	-	892,459	3,859,235	5,699,410	3,426,400
Other Expenses	-	-	-	-	-
Total Program Services	-	2,709,486	11,056,221	15,853,066	8,386,387

Supporting Services

Management and General
Fundraising

Management and General	-	823,002	2,172,618	3,226,539	1,860,585
Fundraising	-	-	-	-	-
Total Support Services	-	823,002	2,172,618	3,226,539	1,860,585
Total Expenses	-	3,532,488	13,228,839	19,079,605	10,246,972
Surplus/Deficit from Operations	-	(204,725)	1,357,283	(61,619)	(20,518)

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

Interest and Other Income	-	-	11,806	14,931	74,996
Contributions and Grants	-	215,322	66,001	39,236	4,989
Fundraising Support	-	-	-	-	12,365
Other Support and Revenue	-	-	(563,612)	975,777	-
Total Support and Other Revenue	-	215,322	(485,805)	1,029,944	92,350
Change in Net Assets	-	10,597	871,478	968,325	71,832
Net Assets - Beginning of Year	-	-	4,456,202	5,327,680	5,646,281
Net Assets - End of Year	-	10,597	5,327,680	6,296,005	5,718,113

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

Operating	-	29,191	69,129	58,879	24,465
Support and Other Revenue	-	1,889	(2,302)	3,189	221
Total Revenue	-	31,080	66,826	62,068	24,686

Expenses - Per Pupil

Program Services
Management and General, Fundraising

Program Services	-	23,767	52,399	49,081	20,063
Management and General, Fundraising	-	7,219	10,297	9,989	4,451
Total Expenses	-	30,987	62,696	59,070	24,514

% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses

% of Program Services	0.0%	76.7%	83.6%	83.1%	81.8%
% of Management and Other	0.0%	23.3%	16.4%	16.9%	18.2%
% of Revenue Exceeding Expenses	0.0%	0.3%	6.6%	5.1%	0.7%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

Composite Score	-	(0.15)	3.00	2.72	2.67
BENCHMARK and FINDING:	-	Needs Monitoring	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

Net Working Capital	-	(734,326)	4,375,183	3,852,872	4,553,091
Working Capital (Current) Ratio	-	0.4	4.8	3.6	(14.4)
BENCHMARK and FINDING:	-	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

Debt to Asset Ratio	-	1.0	0.3	0.2	0.0
BENCHMARK and FINDING:	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

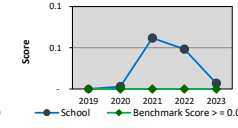
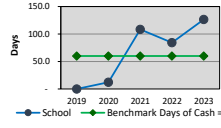
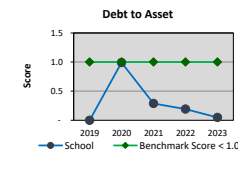
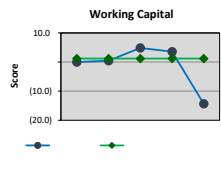
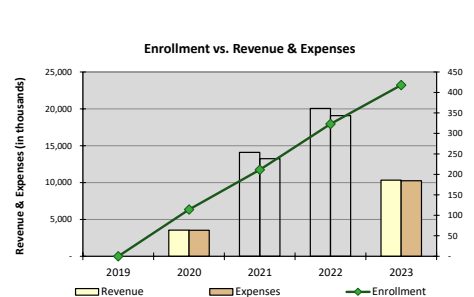
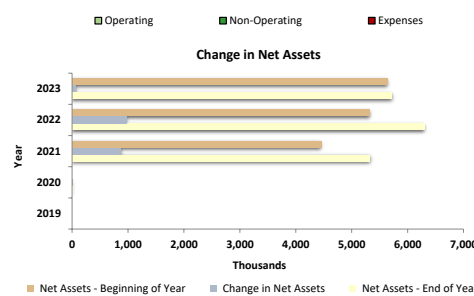
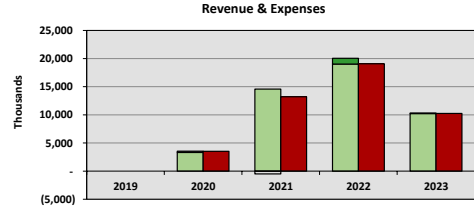
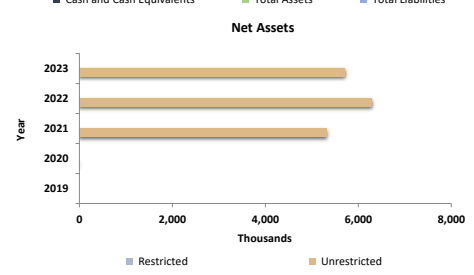
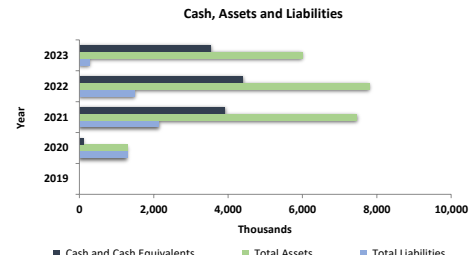
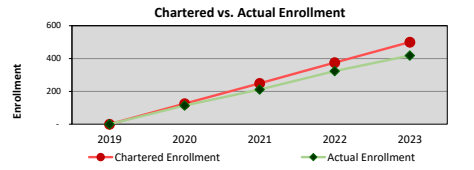
Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

Days of Cash	-	12.1	108.3	84.2	126.4
BENCHMARK and FINDING:	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

Total Margin Ratio	-	0.0	0.1	0.0	0.0
BENCHMARK and FINDING:	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard



RATIOS, BENCHMARKS and FINDINGS