2016-17 School Evaluation Report

UFT CHARTER SCHOOL

Visit Date: May 2-3, 2017
Report Date: June 30, 2017

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SUNY Charter Schools Institute
The State University of **New York**

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on May 2-3, 2017. While the SUNY Charter Schools Institute (the "Institute") conducts a comprehensive review of evidence related to all the State University of New York Charter Renewal Benchmarks (the "SUNY Renewal Benchmarks") near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks. This subset, the Qualitative Education Benchmarks, addresses the academic success of the school and the effectiveness and viability of the school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (i.e., curriculum, instruction, assessment and services for at-risk students), as well as leadership, organizational capacity and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

Appendix A to the report contains a School Overview with descriptive information about the school, including enrollment and demographic data, as well as historical information regarding the life of the school. It also provides background information on the conduct of the visit, including information about the evaluation team, and puts the visit in the context of the school's current charter cycle. Appendix B displays the SUNY Renewal Benchmarks.

This report does not contain an overall rating or comprehensive indicator that would specify at a glance the school's prospects for renewal. Rather, it summarizes various strengths of the school and notes areas in need of improvement based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an <u>exception report</u> in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

SCHOOL BACKGROUND

Opening Information

Date Initial Charter Approved by SUNY Trustees	July 15, 2005
School Opening	September 2005

Location and 2016-17 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
800 Van Siclen Avenue, Brooklyn, NY 11207	NYC CSD 19	DOE Colocated	400	9-12

2015-16 SCHOOL PERFORMANCE REVIEW

During 2015-16, the second year of its three year Accountability Period, UFT Charter School ("UFT Charter") failed to meet its Accountability Plan goals in English language arts ("ELA") and mathematics as measured against New York State's college and career readiness standards. The school met its graduation goal but failed to meet its college preparation goal. UFT Charter met its No Child Left Behind ("NCLB") and science goals in 2015-16, while coming close to meeting its social studies goal.

ELA

During 2015-16, UFT Charter did not meet its ELA goal for the second consecutive year according to the measures tied to the state's college and career readiness standard, currently defined as scoring at least 75 on the Regents Comprehensive English exam. With only 41 percent of the school's 2012 Accountability Cohort scoring at or above the standard, the school fell below its absolute target of 65 percent. Further, the school's Accountability Performance Level ("APL") fell below the state's Annual Measureable Objective ("AMO") of 174 and the Brooklyn Community School District 19's (the "district's") APL of 132.

Mathematics

During 2015-16, UFT Charter did not meet its mathematics Accountability Plan goal according to the measures tied to the state's college and career readiness standard, currently defined as scoring at least 80 on a Regents mathematics exam. The school also failed to meet the goal in 2014-15, the first year of its current Accountability Period. With only seven percent of the school's 2012 Accountability Cohort scoring at or above the standard, the school fell substantially below its absolute target of 65 percent. Notably, only two percent of students who did not score at or above proficiency on the state's 8th grade mathematics exam achieved the college and career readiness standard in 2015-16. The school's APL fell below both the state's Annual Measureable Objective and the district's performance for this measure.

Science

UFT Charter met its science goal in 2015-16, after having met the goal in the previous year. The school exceeded its absolute target of 75 percent proficiency with 79 percent of its 2012 Accountability Cohort scoring at least 65 on a Regents science exam. Additionally, UFT Charter met the target for its comparative measure, outperforming the district by 10 percentage points.

Social Studies

UFT Charter came close to meeting its social studies goal during 2015-16, after having met the goal in 2014-15. The school's 2012 Accountability Cohort posted a proficiency rate of 76 percent on the Regents U.S. History exam. However, the Cohort failed to meet the absolute measure on the Regents Global History exam with only 64 percent of students scoring at or above proficiency. During 2015-16, UFT Charter's performance exceeded the district's proficiency rate on both exams, meeting both comparative targets included in the school's social studies goal.

NCLB

UFT Charter met its NCLB goal. The school was not identified as a focus charter school or as requiring a local assistance plan during 2015-16.

High School Graduation

UFT Charter met its graduation goal during 2015-16, as it had the previous year. The school graduated 79 percent of its 2012 Graduation Cohort, exceeding both its absolute target of 75 percent and the district's graduation rate of 69 percent. In contrast, the school's fifth year Graduation Cohort fell nine percentage points below the target of 95 percent graduating at the completion of their fifth year. Although the majority of the school's first and second year Graduation Cohorts earned enough credits to advance to the next grade level, only 63 percent of the 2014 Graduation Cohort passed at least three Regents exams by the end of their second year, falling below the target of 75 percent.

Academic outcome data about the performance of English language learners ("ELLs") appears below, although not tied to separate goals in the school's formal Accountability Plan.

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(18)	(20)	(5)
RESULTS	Tested on NYSESLAT[1] Exam (N)	(17)	(19)	(5)
	Percent 'Commanding' or Making Progress[2] on NYSESLAT	29.4	31.6	s[3]

[1] New York State English as a Second Language Achievement Test, a standardized state exam.

[2] Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

[3] In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

UFT Charter School

DESCRIPTION	FOUR YEAR GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **New Roots students graduating** after completion of their fourth year will exceed that of the Ithaca City School District.

Target: 75

92.0
86.1
79.5

61.2
62.9
68.8

2014   2015   2016
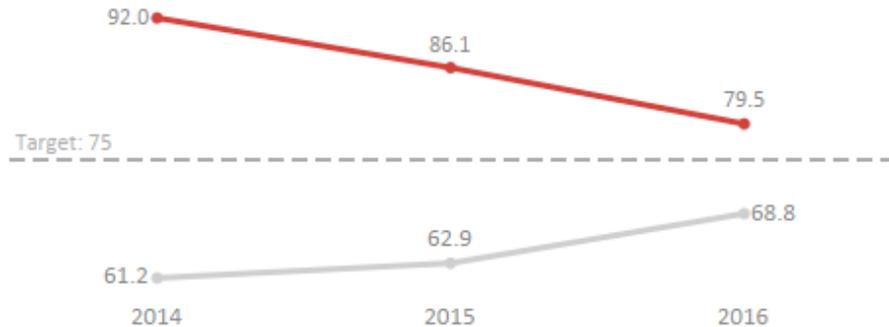
ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.
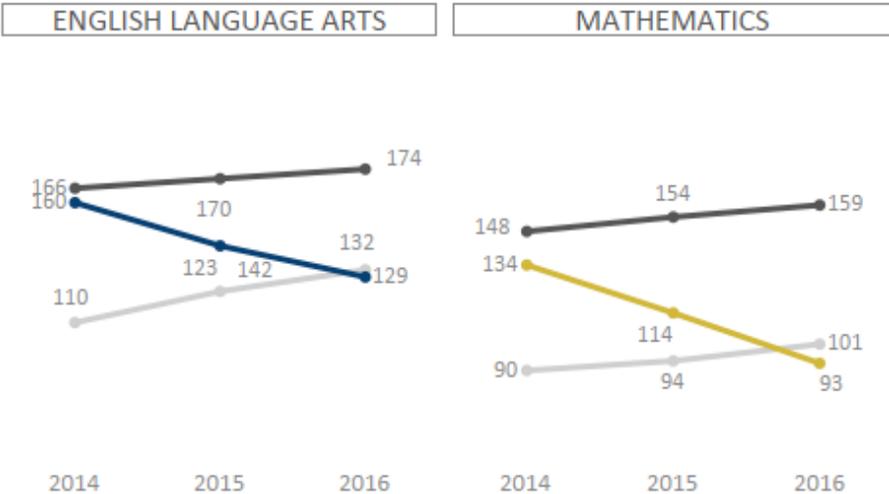
8.7
12.9
4.2
3.5
3.6
1.7

2014   2015   2016
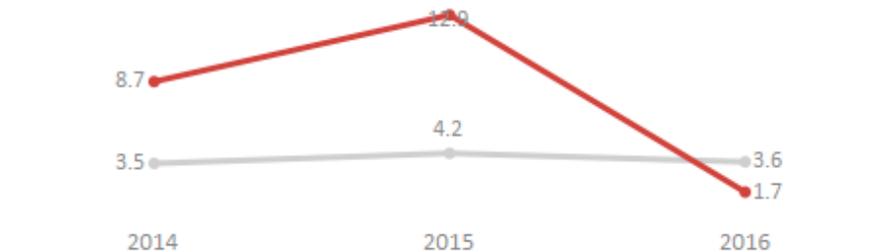
COLLEGE MATRICULATION

College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

2014	91.3
2015	67.7
2016	69.0

Target: 75%

ENGLISH LANGUAGE ARTS	MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the math APL will exceed the district's Performance Index and the **state's AMO**.

ELA:
166
160
170
174
110   123   142   132
129

Math:
148   154   159
134
114   101
90   94   93

2014   2015   2016   2014   2015   2016

BENCHMARK CONCLUSIONS

QUALITATIVE EDUCATION BENCHMARKS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,[4] describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.[5]

Use of Assessment Data

Although UFT Charter is in the process of establishing a comprehensive assessment system across all grades, teachers are not yet implementing it consistently. As such, the school cannot ensure student course performance is a valid predictor of their performance on state examinations, thus limiting UFT Charter's ability to monitor its progress toward meeting its Accountability Plan goals.

- UFT Charter administers the PSAT and the New York State Regents exams across all grades. Beginning in 2016-17, school leaders launched an initiative to establish a clear school-wide assessment system this year. Specifically, school leaders prioritized increasing teachers' capacity to administer daily assessments, such as exit tickets or short writing assignments, as well as weekly quizzes, unit exams, and semester final exams, all aligned to the curriculum and state learning standards. At the time of the visit, UFT Charter's instructional leaders expected all teachers to administer daily assessments and to use the data to adjust instruction; however, teachers did not consistently implement this practice across the school. Teachers retrieve most of their assessment items for weekly quizzes, unit exams, and semester final exams from Problematic, an online database of previously administered New York State Regents exams. Although some teachers confer with each other when developing unit assessments, school leaders do not coordinate or monitor the planning or the assessments that result. Instructional leaders do not verify that assessments are valid and completely address all of the state's learning standards.
- UFT Charter does not have a valid and reliable process for scoring and analyzing assessments. Most teachers score their exams and their classes' assignments independently. Teachers discuss student work, norm scoring procedures, and develop or select a common rubric within their content teams informally and without oversight from the school's instructional leadership. However, instructional leaders do not coordinate norming activities to ensure consistency across the school.

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[4] An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html; scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.
[5] Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

- School leaders provide item analyses of results from the previous year's Regents exams to teachers instructing Regents prep classes. The school makes these classes available to students that did not pass the most recent administration of the exam. However, the school does not provide all teachers with detailed student performance reports that identify standards, concepts, and skills students have difficulty mastering. Teachers report that they engage in discussions of individual students' performance across content areas during weekly grade team meetings. The school makes assessment data available to the guidance counselors, who assign students to Regents Prep classes when necessary. Counselors also monitor current course grades to identify students in need of extra academic support.

- Teachers rarely use assessment results to meet students' needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention. Teachers do not consistently administer daily assessments and, when they do, the quality of data gathered from these assessments is not consistently sufficient to inform adjustments to instruction.

- School leaders do not currently use assessment results to evaluate teacher effectiveness but express intentions to include results in evaluations in the near future. While leaders develop professional development and coaching strategies on an ongoing basis, informal observations rather than student assessment data inform these sessions. School leaders conduct student-level analyses of course grades, but do not consistently or systematically monitor student progress throughout the semester.

- The school regularly communicates to parents/guardians about their students' progress and growth. Teachers hold parent–teacher conferences twice per year. Additionally, UFT Charter carves out time in teachers' schedules devoted to parent outreach (e.g., phone calls and emails). School leaders review parent outreach logs when evaluating teachers. Additionally, leaders hold failure meetings with teachers to discuss each student that failed the course and the actions teachers took (e.g., parent communication) in an attempt to avoid that failure.

Curriculum

Although school leaders have selected a school-wide curriculum, teachers do not consistently use the framework to plan instruction.

- In addition to revamping its assessment system this year, UFT Charter prioritized establishing a comprehensive school-wide curriculum. Leaders continue to encourage teachers to engage in backwards planning, a process where teacher develop the unit assessment first and plan lessons to meet the level of rigor required of the assessment. However, not all teachers engage in this style of planning, with some still developing assessments based on content covered.

- UFT Charter uses Pearson Grad Point as a framework for developing lessons. The curriculum provides teachers with standards-aligned topics and modules. Although leaders expect teachers to use Grad Point as their primary framework and supplement materials as they see fit, teachers determine the extent to which they rely on Grad Point, with some teachers relying more heavily on Engage NY or online resources and rarely using Grad Point. There is no commonality in course design; two teachers teaching different sections of the same subject often have a different number of units in each section. Regardless of their fidelity to the Grad Point curriculum, teachers access the state standards in order to monitor coverage of all subject area requirements.

- The school does not have a process for selecting, developing, and reviewing its curriculum documents. Teachers informally adjust instruction when students do not perform well on assessments, often reteaching lesson content or using different texts to target the same skills. UFT Charter does not engage in progress monitoring to evaluate the effectiveness of the curricular program or the fidelity of its implementation. During summer 2017, school leaders plan to determine effectiveness of the curriculum in place during 2016-17 based on student assessment performance. However, the school has neither provided sufficient oversight in curriculum implementation nor compiled informative data during the school year in order to make causal inferences that would inform the revision process.

- Teachers work in content teams three times per week to plan curriculum. School leaders have begun to facilitate these meetings on a weekly basis, providing feedback and support in lesson plan development. However, evidence gathered during the visit does not indicate collaborative planning practices result in rigorous and purposeful lessons.

Pedagogy

Instruction at UFT Charter lacks the necessary quality and rigor to fully prepare students for college. Throughout the school, activities and questioning demand little exertion from students and teachers' low urgency hinders academic achievement. As shown in the chart below, during the evaluation visit, the Institute conducted 34 classroom observations following the defined protocol used for all school evaluation visits.

CLASSROOM OBSERVATIONS

		Grade					
		9	10	11	12	Mixed Grades	Total
Content Area	ELA	5	3	2	2		12
	Math	3				2	5
	Science	2	2	2		1	7
	Soc Stu	4	2		1	1	8
	Other					2	2
	Total	14	7	4	3	6	34

- Most teachers deliver lessons that align to their curriculum (20 of 34 classrooms observed). Objectives are usually posted on the board in student-friendly language, but some are either not measurable or state an activity rather than the skills or knowledge students should demonstrate. The students' worksheets and tasks support the objective, as does teachers' instruction.

- Few teachers effectively use techniques to check for understanding (8 of 34 classrooms observed). Teachers sometimes ask students questions during direct instruction, but take answers almost exclusively from students who volunteer, rather than cold calling. After direct instruction teachers do not ask specific follow-up questions to gauge whole-class understanding of the content. In many classrooms teachers circulate while students are working and have one-on-one interactions with students. However, teachers use these checks to monitor for work completion rather than accuracy and understanding, and do not adjust their instruction based on students' work. In several classrooms the Institute observed that although 50% or fewer of students had the correct responses to the assigned task, teachers did not address their misunderstandings.

- Instruction at UFT Charter rarely includes opportunities for higher-order thinking in their lessons (4 of 34 classrooms observed). Instruction is rote, and the assignments mainly require basic factual recall without asking students to elaborate or justify answers. Some teachers do include questions that require students to analyze or apply information, but students often do not complete these questions and teachers do not hold them accountable to do so. For example, one English teacher asked students to write a response using four pieces of textual evidence to compare and contrast two events in a novel. Less than 40% of students began this task and no students completed it; the teacher did not follow up to hold students accountable for the assignment. In the majority of classes students do not engage in on-task peer to peer discussions, and the teacher does most of

the cognitive work, explaining the answers to questions rather than asking students to do so.

- Few teachers maximize learning time during lessons (10 of 34 classrooms observed). Low-level misbehaviors such as sleeping, using a cell phone, having side conversations, and eating lead to multiple students being off-task and disengaged. Teachers do not address this behavior at all, or ineffectively address it by allowing non-compliance. Pacing is poor and there is very little urgency; transitions are disorderly and teachers allot time inappropriately for various tasks. For example, in two classrooms, the teachers used over 17 minutes of the 45 minute class period on the entry assignment ("Do Now") because students were working very slowly and teachers were monitoring the work of only a few students rather than that of the entire class. Teachers do not use classroom tools effectively: SMART boards are used as projector display screens rather than interactive whiteboards.

Instructional Leadership

UFT Charter continues to develop its instructional leadership team in its twelfth year of operation. Administrative duties assigned to the school's instructional leaders continue to dilute the leaders' focus on teaching and learning notwithstanding the recruitment of an additional instructional leader at the beginning of the current school year. As a result, the school continues to have limited ability to support the development of all teachers.

- Teachers and leaders consistently identify a shared understanding of the school's priorities for improving instruction during the current school year. Leaders prioritize developing a unified, school wide curriculum framework from which teachers will plan instructional units with the end goal in mind; clear and consistent assessment of student learning that is integrated into the curriculum; and, effective use of formative assessments during lessons, such as quick checks for understanding and exit tickets. However, teachers do not consistently or effectively implement the use of these strategies in the absence of the instructional leader's clear expectations and criteria for how to do so. As a result, teaching and learning at the school has not demonstrably improved this year.
- The school added a second assistant principal this year, expanding the team's capacity to provide consistent and effective coaching in classrooms. However, the departure of an operations staff member required one of the assistant principals to assume those operational duties. This reallocation of responsibilities hindered that leader's ability to provide close clinical coaching to teachers in the form of frequent and consistent feedback in the classroom.
- Teachers and leaders report that the principal and assistant principals visit classrooms at least weekly, sometimes more frequently. However, leaders do not provide written feedback with action plans and clear criteria for mastery and follow up that is measureable

within an urgent timeframe. Although the observations happen, feedback and planning for the next instructional cycle is haphazard and uncoordinated. As a result, the school continuously misses opportunities to develop the skills and abilities of teachers to more effectively deliver instruction. The visit team did not observe the consistent and frequent use of checks for understanding in classrooms notwithstanding the school's stated priority to do so.

- This year, instructional leaders adjusted the school's schedule to allow teachers common planning time each day and additional professional time at the end of the school day to plan instruction. Weekly grade team meetings provide an opportunity for teachers to plan instruction across subject areas within grade levels and common planning time provides an opportunity for teachers to align instruction vertically. However, teachers do not systematically plan the use of this time to address issues about teaching and learning but rather use the time to address logistical and housekeeping issues. Instructional leaders provide little guidance to the process: teachers continue to rely on their own materials and limited feedback about effective instruction to plan lessons.

- UFT Charter provides weekly professional learning time for its faculty and staff. Topics sometimes include issues around instruction and student learning and sometimes include only administrative tasks. Those topics that address pedagogical skill align with the school's identified priorities. Teachers also engage in common lesson and unit planning activities or administrative tasks (e.g., reading the school's policy handbook or preparing to proctor the PSAT exams) during professional development time rather than explicitly developing their teaching practice.

- Instructional leaders provide occasional feedback following infrequent observations. The frequency of the observations and depth of feedback depend on a teacher's most recent professional performance review score. Most teachers undergo three informal observations per year and receive structured feedback from them that identifies areas of strength and weakness. Other time teachers receive ad hoc feedback with passing conversations or short notes about tips for improvement. These ad hoc sessions do not result in systematic feedback that is useful for improving instructional practice. Generally, instructional leaders discuss and set expectations for high teaching performance early in the year when they review the Danielson rubric with teachers. The rubric provides the framework for teacher observations and evaluation. Notwithstanding this established practice, teachers are not able to identify areas where they are working to improve their skill.

At-Risk Students

In the current charter term, the UFT Charter has put in place an ample program for English language learners ("ELLs"); the school continues to deliver mandated services to students with Individualized Education Programs ("IEPs"). While the school offers a number of supports for

academically-struggling students, it does not provide them with a comprehensive set of interventions. UFT Charter still lacks adequate procedures for identifying students at risk of academic failure and has limited procedures for monitoring ongoing student progress based on valid and reliable assessment data.

- The school follows standard protocols and procedures for identifying students with disabilities and for identifying ELLs. For academically-struggling students, however, the school relies on teachers' self-initiated referrals, based on informal, anecdotal information, to the student support team ("SST"). The only triggers for the identification of struggling students based on student performance criteria are for students after they have received multiple failing grades, where the support is generally counseling rather than differentiated academic interventions.

- UFT Charter has sufficient staff with appropriate certification to serve students with disabilities and English language learners. Two teachers provide mandated special education teacher support services ("SETSS") in ELA and math classes using push-in and pull-out models. An ELL teacher provides pull-out and push-in services at varying intensities of intervention depending on students' level of English language proficiency. The school has a limited number of academic interventions for struggling students: mostly tutoring and Regents prep.   It does not provide targeted support to students – such as through small group instruction -- based on assessment results. Teachers often report that their targeted intervention for struggling students consist solely of modifying classroom testing conditions.

- UFT Charter monitors the success of students with disabilities and ELLs, demonstrating awareness of their track toward graduation and English Regents performance, as well as the attainment of IEP goals and English proficiency in the case of ELL students. However, because the school does not have a valid and reliable assessment system for monitoring academic performance on an ongoing basis throughout a term the progress of all students toward meeting the respective subject-area learning standards, it cannot adequately evaluate the performance of at-risk students and adjust interventions as needed. The school continues to rely on teachers' anecdotal information in informal discussions at grade-band and departmental meetings to determine the extent of student progress.

- By modifying the daily schedule earlier in the school year, the UFT Charter has begun to provide opportunities for coordination between classroom teachers and at-risk program staff. All meet in grade-band and departmental meetings during common planning time.

- The school continues to offer inadequate training and professional development to equip teachers with the skills to meet at-risk students' needs. Its professional development for serving students with IEPs is limited mostly to discussions about requirements and

mandated procedures, rather than addressing the needs of the population. Some teachers are unaware of which of their students have IEPs.

Organizational Capacity

In its twelfth year of operation, the school organization does not yet effectively support the delivery of the educational program.   The current UFT Charter administrative structure has stabilized. School leaders devote more attention to standardizing procedures, increasing instructional planning efforts and establishing a foundation for coordination and collaboration. Nevertheless, the school still has few instructional systems to enhance the quality of teaching and learning.

- By creating an additional leadership position, the school has increased its capacity to provide instructional supervision, but leaders continue to carry out administrative and operational responsibilities, limiting the time they can devote to overseeing the instructional program.
- The leaders, two of whom are long-standing staff members, attempt through their personal relationships with the classroom teachers to get their buy-in to changes in procedures. However, some teachers cling to customary routines reinforced by contractual work rules, thereby impeding the implementation of instructional systems, including assessment, at-risk intervention, curriculum and coaching systems.
- UFT Charter has clear student discipline policies with a hierarchy of infractions and consequences. The policies include a student code of conduct and a menu of guidance interventions. The school emphasizes positive action steps and a variety of regular opportunities for students to receive acknowledgement of personal success, incentivizing affirmative behavior. As a result, the school has many fewer out-of-school suspensions and does not have an in-school suspension program. While the school is safe and generally orderly, teachers do not consistently apply classroom management techniques; this inconsistency leads to low-level disruptions in some classes.
- This year, the school retained most of its teaching staff from the previous year. Teachers are all appropriately certified. Most manifest knowledge of subject area content, but lack the pedagogical skills to deliver the robust lessons of a college readiness program.
- This year, UFT Charter does not maintain adequate enrollment. With 303 students enrolled, the school is at 75.8% of its chartered enrollment and below its allowable 80% collar.
- The UFT Charter continues to conduct informal evaluations of its programs, including assessing relative Regents pass rates across departments and identifying barriers to coordination and collaboration among staff. Aside from these ad hoc efforts, however, the school does not systematically evaluate the effectiveness of its programs. Thus for example, the school has not rigorously determined the effectiveness of new initiatives

outlined in its last annual Accountability Plan Progress Report, including 'revising Algebra, Geometry and English 9 curriculum frameworks', and providing students with 'expanded learning opportunities in after-school and the CollegeNow programs'.

Board Oversight

UFT Charter's board lacks sufficient protocols to monitor the academic achievement of the school's education program. The board recently reorganized the school's leadership structure to provide clearer lines of accountability; however, the board's efforts have not resulted in sufficient support for the academic program.

- UFT Charter's board possesses deep K-12 academic experience and has as a member an alumnus of the UFT Charter School. As has been the case, the board does not maintain a committee structure during the current charter term. The board monitors a set of academic data that provides some information about the school but recognizes the need for more frequent and up to date information. Although the board has discussed developing a data dashboard that contains interim assessment data, it is not regularly monitoring any such data yet. The board also monitors college matriculation and persistence data to the limited extent those data are available.
- The board has recently reorganized the leadership structure at the school, eliminating the executive director position in favor of a single school leader with support from two assistant principals. The school leader has oversight over the academic program and the school's operations. The board also restructured the school day to allow for more time for teacher collaboration, especially between general education and special education teachers. At the time of the visit, the school did not provide adequate support to students at risk of academic failure, suggesting that oversight of the school's supports for struggling students is lacking.

Appendix A

School Overview

Mission Statement

The UFT Charter School will give all students the opportunity to achieve academic and personal excellence. We will graduate students who are fully prepared for a demanding college education and a satisfying career. We will prepare students for meaningful lives as full democratic citizens in a free society.

Board of Trustees[6]

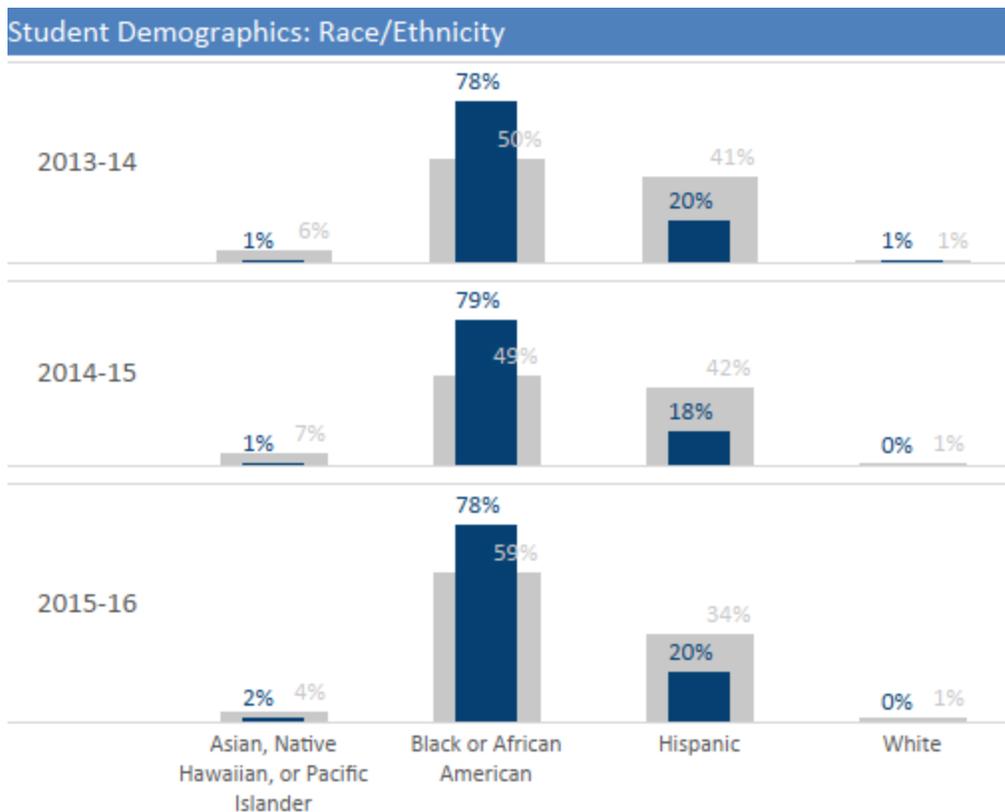| Board Member Name	Position	Board Member Name	Position
Evelyn DeJesus	Chair	Selena Vargas	Trustee
Burton Sacks	Treasurer	Atricia Faulkner	Parent Representative
Jackie Bennett	Trustee	Shirnette Oliver	Parent Representative
Monique Davy	Trustee		

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment[7]	Proposed Grades	Actual Grades
2005-06	150	138	K-1	K-1
2006-07	350	355	K-2	K-2, 6
2007-08	525	547	K-3	K-3, 6-7
2008-09	735	715	K-4	K-4, 6-8
2009-10	860	792	K-5	K-9
2010-11	972	887	K-10	K-10
2011-12	1074	905	K-11	K-11
2013-13	1170	1028	K-12	K-12
2013-14	1156	983	K-12	K-12
2014-15	1114	961	K-12	K-12
2015-16	360	339	9-12	9-12
2016-17	400	303	9-12	9-12

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[6] Source: The Institute's board records at the time of the visit.
[7] Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)
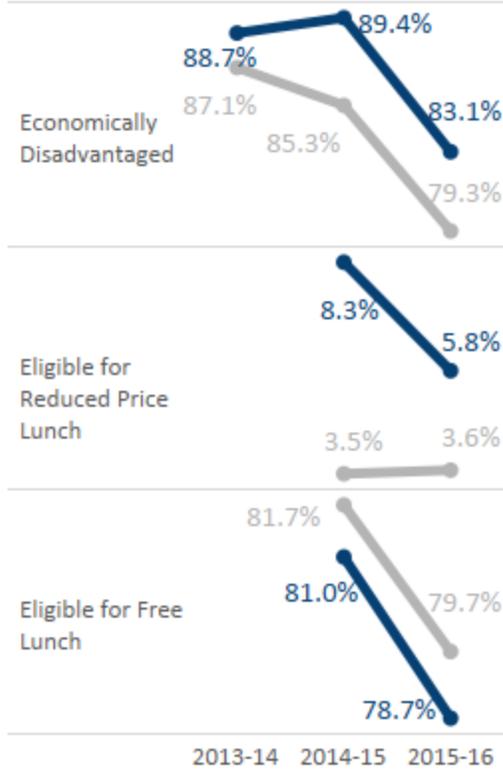
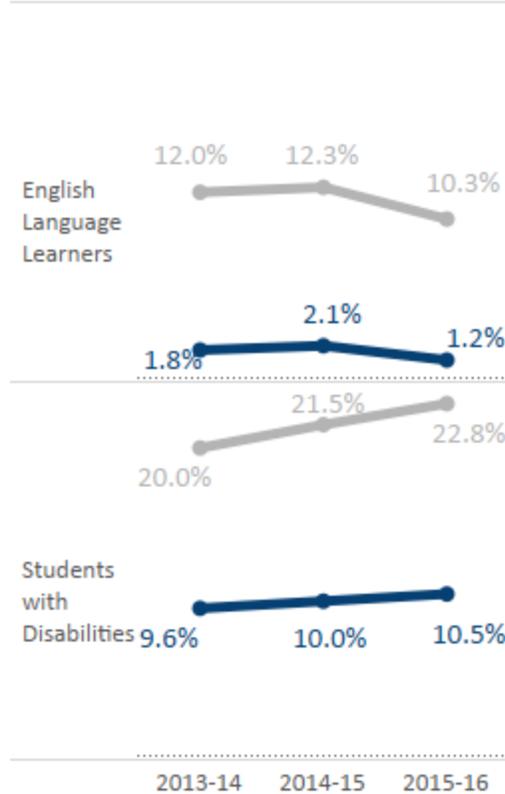| Key Design Elements	Evident?
▪ High academic expectations;	+
▪ Rigorous college-prep curriculum that includes English, mathematics, science, social studies, foreign language, physical education, and the arts;	+
▪ Academic-based after school program run by a community-based organization;	-
▪ National Board for Professional Teaching Standards certification;	+
▪ Balancing human resources with curriculum and school culture;	+
▪ Democratic governance;	+
▪ Professional development;	+
▪ Parent seats on the school's board of Trustees	+
▪ Family-school partnership;	+
▪ CREST core values (community, respect, scholarship, trustworthiness); and,	+
▪ "Habits for Thought" (Analysis, Breadth of Perspective, Connection, Discourse, and Evidence).	-

Student Demographics: Race/Ethnicity

2013-14
- Asian, Native Hawaiian, or Pacific Islander: 1% / 6%
- Black or African American: 78% / 50%
- Hispanic: 20% / 41%
- White: 1% / 1%

2014-15
- Asian, Native Hawaiian, or Pacific Islander: 1% / 7%
- Black or African American: 79% / 49%
- Hispanic: 18% / 42%
- White: 0% / 1%

2015-16
- Asian, Native Hawaiian, or Pacific Islander: 2% / 4%
- Black or African American: 78% / 59%
- Hispanic: 20% / 34%
- White: 0% / 1%

Student Demographics: Free/Reduced Lunch

Economically Disadvantaged

- 88.7% 89.4% 83.1%
- 87.1% 85.3% 79.3%

Eligible for Reduced Price Lunch

- 8.3% 5.8%
- 3.5% 3.6%

Eligible for Free Lunch

- 81.0% 78.7%
- 81.7% 79.7%

2013-14 2014-15 2015-16

The charts show the trends in enrollment in the **school** and the district for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced Price lunch among other qualifying income assistance programs.

Student Demographics: Special Populations

English Language Learners

- 12.0% 12.3% 10.3%

Students with Disabilities

- 1.8% 2.1% 1.2%
- 20.0% 21.5% 22.8%
- 9.6% 10.0% 10.5%

2013-14 2014-15 2015-16

The charts show trends in enrollment in the **school** and the district for each subgroup.

Enrollment and Retention Targets
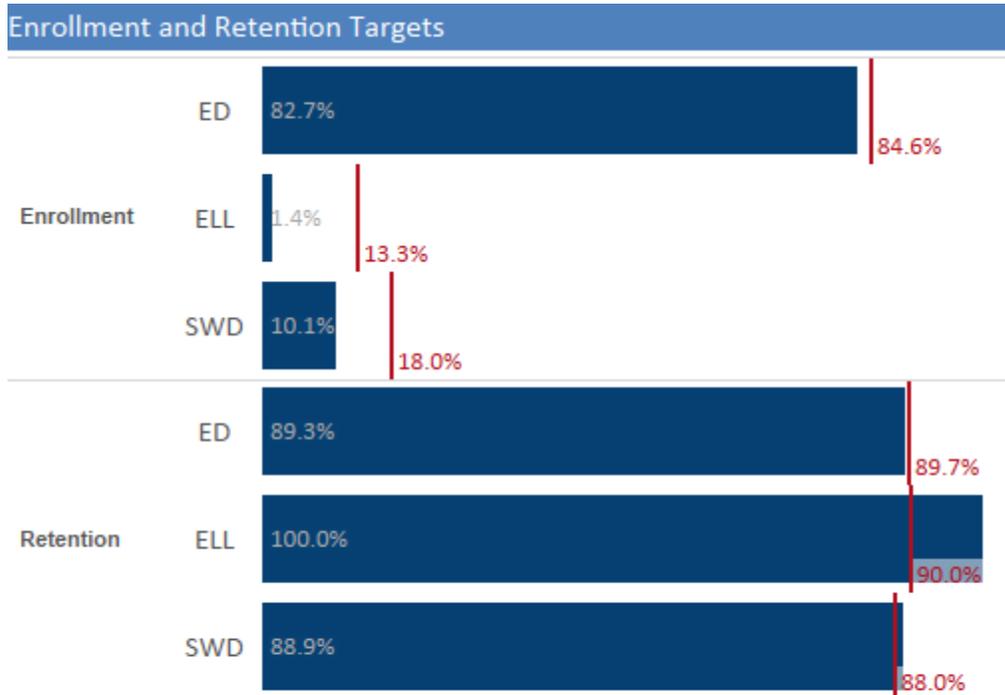
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

Persistence in Enrollment

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

School Discipline

Suspensions: The UFT Charter School's **out of school suspension rate**, **in school suspension rate**, and the district overall suspension rate.

Grades 9-12

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

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

2014	2015	2016
0	0	0

School Leaders

School Year(s)	Name(s) and Title(s)
2005-06	Rita Danis, Elementary Leader
2006-07 to 2007-08	Rita Danis, Elementary Leader Drew Goodman, Secondary Leader
2008-09	Michelle Bodden, Elementary Leader Drew Goodman and Mary Butz, Secondary Leaders

2009-10	Michelle Bodden, Elementary Leader Danny Wilcox, Secondary Leader
2010-11	Shelia Evans-Tranumn, Executive Director Michelle Bodden White, Elementary Principle Shep Brown, Interim Secondary Principle
2011-12 to 2012-13	Shelia Evans-Tranumn, Executive Director Michelle Bodden-White, Elementary Principle Martin Weinstein, Secondary Principle
2013-14	Shelia Evans-Tranumn, Executive Director Michelle Bodden White, Elementary Principle Shep Brown, Interim Secondary Principle
2014-15	Shelia Evans-Tranumn, Executive Director Michelle Bodden White, Elementary Principle Michael Frank, Secondary Principle
2015-Present	Justin Davis, School Leader

School Visit History		
School Year	**Visit Type**	**Date**
2005-06	First Year	March 23, 2006
2006-07	Evaluation	April 12, 2007
2007-08	Evaluation	May 5-6, 2009
2009-10	Initial Renewal	December 8-10, 2009
2010-11	Evaluation	February 9-10, 2011
2011-12	Evaluation	December 6-8, 2012
2012-13	Subsequent Renewal	October 9-11, 2012
2015-16	Evaluation	April 5-6, 2016

2016-17	Evaluation	May 2-3, 2017

Conduct of the Visit

Date(s) of Visit	Evaluation Team Member	Title
May 2-3, 2017	Jeff Wasbes	Executive Deputy Director for Accountability
	Chastity McFarlan, PhD	School Evaluation Analyst
	Kerri Rizzolo	School Evaluation Analyst
	Ron Miller, Ph.D.	External Consultant

Charter Cycle Context

Charter Term	2nd Year of Three-Year Charter Term
Accountability Period[8]	3rd Year of Three-Year Accountability Period
Anticipated Renewal Visit	Fall 2017

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[8] Because the SUNY Trustees make a renewal decision in the last year of a charter term, the Accountability Period ends in the next to last year of that charter term. For schools in initial charter terms, the Accountability Period is the first four years that the school provides instruction. For schools in subsequent charter terms, the Accountability Period includes the last year of the previous charter term through the next to last year of the current charter term.

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Appendix B

SUNY Renewal Benchmarks

State University of New York Charter Renewal Benchmarks
Version 5.0, April 2012

<u>Introduction</u>

The State University of New York Charter Renewal Benchmarks[1] (the "SUNY Renewal Benchmarks")
serve two primary functions at renewal:

- They provide a framework for the Charter Schools Institute (the "Institute") to gather and
  evaluate evidence to determine whether a school has made an adequate case for renewal. In
  turn, this evidence assists the Institute in deciding if it can make the required legal and other
  findings in order to reach a positive recommendation for renewal. For example, the various
  benchmarks that the Institute uses to determine whether the school has had fiscally responsible
  practices in place during the last charter period allow the Institute to determine with greater
  precision whether the school will operate in a fiscally sound manner during the next charter
  period, a finding that the New York Charter Schools Act requires the SUNY Trustees to make.

- At the same time that the SUNY Renewal Benchmarks provide a framework for the Institute to
  collect and review evidence, they also provide the school with a guide to understanding the
  Institute's evaluative criteria. As the Institute uses the SUNY Renewal Benchmarks (or some
  sub-set of them) as the framework for conducting its ongoing school evaluation visits, school
  leaders should be fully aware of the content of the Benchmarks at the time of renewal.

The SUNY Renewal Benchmarks are organized into four inter-connected renewal questions that each school
must answer when submitting a renewal application. The benchmarks further reflect the interwoven nature
of schools from an academic, organizational, fiscal and/or legal perspective. For example, the Institute could
reasonably place many of the academic benchmarks under the heading of organizational effectiveness.
More generally, some redundancy exists because the Institute looks at the same issue from different
perspectives.

Precisely how the Institute uses the SUNY Renewal Benchmarks, during both the renewal process and
throughout the charter period, is explained in greater detail in the *Practices, Policies and Procedures for the
Renewal of Charter Schools Authorized by the State University of New York* (the "SUNY Renewal Practices"),
available on the Institute's website at: www.newyorkcharters.org/schoolsRenewOverview.htm. Responses
to frequently asked questions about the Institute's use of the SUNY Renewal Benchmarks appear below:

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[1] Research on public school reform, known as the effective schools movement, has embraced the premise that, given certain
organizing and cultural characteristics, schools can teach all children the intended curriculum and hold them to high academic
standards. Over the decades, the accumulated research into effective schools has yielded a set of common characteristics that all
effective schools share. These characteristics are so consistently prevalent among successful schools that they have come to be
known as the *Correlates of Effective Schools*. The Renewal Benchmarks adapt and elaborate on these correlates.

- The Institute does not have a point system for recommending renewal. A school cannot simply tally up the number of positive benchmark statements in order to determine the Institute's recommendation.

  - Some benchmarks are weighed more heavily than others. In particular, the Institute gives the greatest weight to how well the school has met its academic Accountability Plan goals.

  - Despite the fact that the Accountability Plan comprises only a single benchmark, a school's performance on that benchmark is critical. In fact, it is so important that while the Institute may recommend non-renewal for fiscal and organizational failures (if sufficiently serious), excellence in these areas will not excuse poor academic performance.

- The Institute does not use every benchmark during every kind of renewal review, and how the benchmarks are used differs depending on a school's circumstances. For example, the Qualitative Education Benchmarks (Benchmarks 1B-1F, 2C and 2D) are given far less weight in making a renewal decision on schools that the Institute has previously renewed. Similarly, less weight is accorded to these benchmarks during an initial renewal review where a school has consistently met its academic Accountability Plan goals.

  - The Institute also may not consider every indicator subsumed under a benchmark when determining if a school has met that benchmark, given the school's stage of development or its previous track record.

- Aside from Benchmark 1A on academic Accountability Plan goals (which is singular in its importance), no school should fear that a failure to meet every element of every benchmark means that it is not in a position to make a case for renewal. To the contrary, the Institute has yet to see a school that performs perfectly in every respect. The Institute appreciates that the benchmarks set a very high standard collectively. While the Institute certainly hopes and expects that schools aim high, it is understood that a school's reach will necessarily exceed its grasp in at least some aspects.

In this fifth edition of the SUNY Renewal Benchmarks, the Institute has made some revisions to the Qualitative Educational Benchmarks, namely those benchmarks used for ongoing school evaluation visits, to streamline the collection of evidence. For example, the Institute has incorporated Student Order and Discipline into Pedagogy, and Professional Development into Instructional Leadership. The Institute has rewritten some of the overarching benchmark statements to capture the most salient aspects of school effectiveness, organizational viability, legal compliance, and fiscal soundness. Some of the bulleted indicators within benchmarks have been recast or eliminated. Finally, the Institute has added some indicators to align the benchmarks with changes in the Charter Schools Act (e.g., provisions in meeting enrollment and retention targets when assigned and abiding by the General Municipal Law).

It is important that the entire school community understand the renewal process. All members of a school's leadership team and board should carefully review both the SUNY Renewal Benchmarks and the SUNY Renewal Practices. Note that a renewal overview document for parents, teachers and community members is also available on the Institute's website at: www.newyorkcharters.org/schoolsRenewOverview.htm.Please do not hesitate to contact the Institute with any questions.

State University of New York Charter Renewal Benchmarks

Evidence Category	Renewal Question 1 Is the School an Academic Success?
	SUNY Renewal Benchmarks
SUNY Renewal Benchmark 1A **Academic Accountability Plan Goals**	**Over the Accountability Period, the school has met or come close to meeting its academic Accountability Plan goals.** The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas: • English language arts; • mathematics; • science; • social studies (high school only); • NCLB; • high school graduation and college preparation (if applicable); and • optional academic goals included by the school.
SUNY Renewal Benchmark 1B **Use of Assessment Data**	**The school has an assessment system that improves instructional effectiveness and student learning.** The following elements are generally present: ▪ the school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards; ▪ the school has a valid and reliable process for scoring and analyzing assessments; ▪ the school makes assessment data accessible to teachers, school leaders and board members; ▪ teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; ▪ school leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and ▪ the school regularly communicates to parents/guardians about their

	Renewal Question 1 Is the School an Academic Success?
Evidence Category	**SUNY Renewal Benchmarks**
	students' progress and growth.
SUNY Renewal Benchmark 1C **Curriculum**	**The school's curriculum supports teachers in their instructional planning.** The following elements are generally present: • the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades; • in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans; • teachers know what to teach and when to teach it based on these documents; • the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and • teachers plan purposeful and focused lessons.
SUNY Renewal Benchmark 1D **Pedagogy**	**High quality instruction is evident throughout the school.** The following elements are generally present. ▪ teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum; ▪ teachers regularly and effectively use techniques to check for student understanding; ▪ teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills; ▪ teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and, ▪ teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.
SUNY Renewal Benchmark 1E	**The school has strong instructional leadership.**

	Renewal Question 1 Is the School an Academic Success?
Evidence Category	**SUNY Renewal Benchmarks**
Instructional Leadership	The following elements are generally present: ▪ the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed; ▪ the instructional leadership is adequate to support the development of the teaching staff; ▪ instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness; ▪ instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels; ▪ instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; ▪ professional development activities are interrelated with classroom practice; ▪ instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses; and ▪ instructional leaders hold teachers accountable for quality instruction and student achievement.
SUNY Renewal Benchmark 1F **At-Risk Students**	**The school meets the educational needs of at-risk students.** The following elements are generally present: ▪ the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically; ▪ the school has adequate intervention programs to meet the needs of at-risk students; ● general education teachers, as well as specialists, utilize effective strategies to support students within the general education program; ▪ the school adequately monitors the progress and success of at-risk students; ▪ teachers are aware of their students' progress toward meeting IEP goals, achieving English proficiency or school-based goals for

Evidence Category	Renewal Question 1 Is the School an Academic Success?
	SUNY Renewal Benchmarks
	struggling students;
	▪ the school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs; and
	▪ the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.

	Renewal Question 2 **Is the School an Effective, Viable Organization?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 2A **Mission & Key Design Elements**	**The school is faithful to its mission and has implemented the key design elements included in its charter.** The following elements are generally present: • the school faithfully follows its mission; and ▪ the school has implemented its key design elements.
SUNY Renewal Benchmark 2B **Parents & Students**	**Parents/guardians and students are satisfied with the school.** The following elements are generally present: ▪ the school regularly communicates each child's academic performance results to families; ▪ families are satisfied with the school; and ▪ parents keep their children enrolled year-to-year.

	Renewal Question 2 **Is the School an Effective, Viable Organization?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 2C **Organizational Capacity**	**The school organization effectively supports the delivery of the educational program.** The following elements are generally present: • the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program; • the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; ▪ the school has a clear student discipline system in place at the administrative level that is consistently applied; ▪ the school retains quality staff; ▪ the school has allocated sufficient resources to support the achievement of goals; ▪ the school maintains adequate student enrollment; ▪ the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and ▪ the school regularly monitors and evaluates the school's programs and makes changes if necessary.

	Renewal Question 2 **Is the School an Effective, Viable Organization?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 2D **Board Oversight**	**The school board works effectively to achieve the school's Accountability Plan goals.** The following elements are generally present: ▪ board members possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school's future as an academically successful, financially healthy and legally compliant organization; ▪ the board requests and receives sufficient information to provide rigorous oversight of the school's program and finances; ▪ it establishes clear priorities, objectives and long-range goals, (including Accountability Plan, fiscal, facilities and fundraising), and has in place benchmarks for tracking progress as well as a process for their regular review and revision; ▪ the board successfully recruits, hires and retains key personnel, and provides them with sufficient resources to function effectively; ▪ the board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and ▪ the board effectively communicates with the school community including school leadership, staff, parents/guardians and students.
SUNY Renewal Benchmark 2E **Governance**	**The board implements, maintains and abides by appropriate policies, systems and processes.** The following elements are generally present: ▪ the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;

Evidence Category	Renewal Question 2 Is the School an Effective, Viable Organization?
	SUNY Renewal Benchmarks
	- the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion; - the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members; - the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; - the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter; - the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner; - the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion; - the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and - the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.
SUNY Renewal Benchmark 2F	**The school substantially complies with applicable laws, rules and regulations and the provisions of its charter.** The following elements are generally present:

Evidence Category	**Renewal Question 2** **Is the School an Effective, Viable Organization?**
	SUNY Renewal Benchmarks
Legal Requirements	• the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law; • the school substantially complies with the terms of its charter and applicable laws, rules and regulations; • the school abides by the terms of its monitoring plan; • the school implements effective systems and controls to ensure that it meets legal and charter requirements; • the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and • the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.

	Renewal Question 3 **Is the School Fiscally Sound?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 3A **Budgeting and Long Range Planning**	**The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.** The following elements are generally present: • the school has clear budgetary objectives and budget preparation procedures; • board members, school management and staff contribute to the budget process, as appropriate; • the school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions; • the school routinely analyzes budget variances; the board addresses material variances and makes necessary revisions; and • actual expenses are equal to, or less than, actual revenue with no material exceptions.
SUNY Renewal Benchmark 3B **Internal Controls**	**The school maintains appropriate internal controls and procedures.** The following elements are generally present: • the school follows a set of comprehensive written fiscal policies and procedures; • the school accurately records and appropriately documents transactions in accordance with management's direction, laws, regulations, grants and contracts; • the school safeguards its assets; • the school identifies/analyzes risks and takes mitigating actions; • the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy; • the school's trustees and employees adhere to a code of ethics; • the school ensures duties are appropriately segregated, or institutes compensating controls;

	Renewal Question 3 Is the School Fiscally Sound?
Evidence Category	**SUNY Renewal Benchmarks**
	- the school ensures that employees performing financial functions are appropriately qualified and adequately trained; - the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements; - a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions; - the school prepares payroll according to appropriate state and federal regulations and school policy; - the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and - the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.
SUNY Renewal Benchmark 3C **Financial Reporting**	**The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department with required financial reports that are on time, complete and follow generally accepted accounting principles.** The following reports have generally been filed in a timely, accurate and complete manner: - annual financial statement audit reports including federal Single Audit report, if applicable; - annual budgets and cash flow statements; - un-audited quarterly reports of income, expenses, and enrollment; - bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation

	Renewal Question 3 Is the School Fiscally Sound?
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 3D **Financial Condition**	regarding the level of special education services provided to students; and • grant expenditure reports. **The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).** The following elements are generally present: • the school maintains sufficient cash on hand to pay current bills and those that are due shortly; • the school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months); • the school prepares and monitors cash flow projections; • If the school includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis; • If necessary, the school pursues district state aid intercepts with the state education department to ensure adequate per pupil funding; and • the school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.

	Renewal Question 4 **If the School's Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 4A **Plans for the School's Structure**	**Key structural elements of the school, as defined in the exhibits of the Application for Charter Renewal, are reasonable, feasible and achievable.** Based on elements present in the Application for Charter Renewal: • the school is likely to fulfill its mission in the next charter period; • the school has an enrollment plan that can support the school program; • the school calendar and daily schedules clearly provide sufficient instructional time to meet all legal requirements, allow the school to meet its proposed Accountability Plan goals and abide by its proposed budget; • key design elements are consistent with the mission statement and are feasible given the school's budget and staffing; • a curriculum framework for added grades aligns with the state's performance standards; and • plans in the other required Exhibits indicate that the school's structure is likely to support the educational program.
SUNY Renewal Benchmark 4B **Plans for the Educational Program**	**The school's plans for implementing the educational program allow it to meet its Accountability Plan goals.** Based on elements present in the Application for Charter Renewal: • for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school's educational program; • for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and

	Renewal Question 4 **If the School's Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?**
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 4C **Plans for Board Oversight and Governance**	• where the school will provide secondary school instruction, it has presented a set of requirements for graduation that students are likely to meet and that are consistent with the graduation standards set by the Board of Regents. **The school provides a reasonable, feasible and achievable plan for board oversight and governance.** Based on elements present in the Application for Charter Renewal: • school trustees are likely to possess a range of experience, skills, and abilities sufficient to oversee the academic, organizational and fiscal performance of the school; • plans by the school board to orient new trustees to their roles and responsibilities, and, if appropriate, to participate in ongoing board training are likely to sustain the board's ability to carry out its responsibilities; • if the school plans to change an association with a partner or management organization in the term of a future charter, it has provided a clear rationale for the disassociation and an outline indicating how it will manage the functions previously associated with that partnering organization; and • if the school is either moving from self-management to a management structure or vice-versa, or is changing its charter management organization/educational service provider, its plans indicate that it will be managed in an effective, sound and viable manner including appropriate oversight of the academic and fiscal performance of the school or the management organization.

	Renewal Question 4 If the School's Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?
Evidence Category	**SUNY Renewal Benchmarks**
SUNY Renewal Benchmark 4D **Fiscal & Facility Plans**	**The school provides a reasonable, feasible and achievable fiscal plan including plans for an adequate facility.** Based on the elements present in the Application for Charter Renewal: • the school's budgets adequately support staffing, enrollment and facility projections; • fiscal plans are based on the sound use of financial resources to support academic program needs; • fiscal plans are clear, accurate, complete and based on reasonable assumptions; • information on enrollment demand provides clear evidence for the reasonableness of projected enrollment; and • facility plans are likely to meet educational program needs.

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