

Charter Facts

Vol. 4 Issue No. 1 April 2011



Charter Schools Institute
The State University of New York

SUNY Charter Schools Institute: Keeping the Forward Momentum

When Susan Miller Barker was named Interim Executive Director of the SUNY Charter Schools Institute, she was given a clear charge. "This is about taking a very strong organization to the next level, about supporting the forward momentum," said Miller Barker. "I have the distinct pleasure of building on the framework established by the Institute's former Executive Director, Jonas Chartock, to set the course for the Institute's future." In addition to oversight of all authorizing work, Ms. Miller Barker's charge includes:

- 1) Exploring mutually beneficial partnerships between SUNY's charter school work and the broader university;
- 2) Setting the foundation for the launch of the research agenda of the Institute; and most importantly,
- 3) Defining the parameters of the search for the Institute's permanent Executive Director.

Notably, this appointment marks Ms. Miller Barker's return to the Institute. Having served as the Institute's Senior Vice President and Senior Fellow from 2001-2005, Ms. Miller Barker went on to serve a leadership role in the National Association of Charter School Authorizers (NACSA) as its Vice President for Research and Evaluation. There she led NACSA's research, evaluation and accountability initiatives, designing NACSA's first national data project on authorizer practices, authoring *The State of Charter School Authorizing 2008 NACSA Principles & Standards for Quality Authorizing* and participated in the design, pilot and redesign of NACSA's Authorizer Evaluation Protocol.

"It is exciting to be immersed again in the accomplishments and challenges of the Institute and the strong charter school sector that New York has built," said Ms. Miller Barker.

- See *MOMENTUM*, page 8



Susan Miller Barker, Institute
Interim Executive Director

Inside

Have you seen SUNY's new
at-a-glance guide: **Fast Facts?**
Special insert enclosed!

New School Approval.....2

Institute staff share their insights on SUNY's nationally lauded practices and recent amendments to New York's charter legislation

SUNY Authorized Charter Schools.....4

A look at the numbers

What's New Online?.....8

www.newyorkcharters.org

New School Approval: The SUNY Standard

An approach that meets new Legislative requirements and the SUNY Trustees' High Expectations

SUNY's process for approving new charter schools has always been intentionally rigorous. The SUNY Trustees, driven by an understanding of just how challenging the work of opening and operating a new school is, have charged the Charter Schools Institute with recommending for their consideration only those applications deemed to have the highest likelihood of success. As a result, SUNY's new school application is comprehensive and has been revised over time to reflect lessons learned. Further, SUNY's review of submitted applications is a progressive, multi-step process broadly recognized as setting a high bar for approval.

"Successful applicants emerge from the SUNY process with a stronger blueprint from which to build their school," said Susan Miller Barker, Institute Interim Executive Director. "The hard work up front has translated into greater autonomy for schools once chartered and most importantly, the highest performing sector of charter schools in New York State. SUNY authorized charter schools consistently outperform their charter peers on state assessments in English language arts and mathematics." There are currently 87 SUNY authorized charter schools in operation or approved to open that will serve nearly 25,000 students next year.

SUNY revisited its policies and practices regarding new school approval in response to the May 2010 amendments to the New York Charter Schools Act. The revised legislation required New York authorizers to begin accepting applications to create new charter schools by way of a Request for Proposals or RFP that would: 1) be designed via a process that included an opportunity for public comment; and 2) include a focus on 11 legislative priority areas including: enrollment and retention targets for at-risk students; reducing the achievement gap in mathematics and English language arts; and, improving high school graduation rates.

While SUNY's existing application already focused on many of these areas, there was still much work to be done. The new RFP would replace SUNY's existing New School Application Kit. "We knew that when we transitioned to the RFP we had to do it in such a way that would allow us to meet the letter and spirit of the new legislative requirements but to maintain and build on the existing strengths of SUNY's process," said Institute Director of Applications Jason Sarsfield.

A Closer Look at the SUNY RFP

SUNY's Request for Proposals to Establish NYS Charter Schools organizes questions into six categories: background of the lead applicant and origin of the application; plans for academic success; academic accountability; organizational viability; fiscal soundness; and school policies and procedures.

Academic Success

"Questions regarding plans for academic success comprise the bulk of the application," said Sarsfield. "Applicants are asked to define the key design elements of their academic program as well as provide the rationale and research or evidence to support their plans." Applicants must provide a daily and annual school calendar, describe plans for pedagogy, detail what assessments they will administer and how they will use assessment results to

The RFP: A New Way to Apply

The May 2010 amendments to the Charter Schools Act required charter school authorizers to begin accepting applications to establish new charter schools by way of a Request for Proposals or RFP. The revised legislation called for the RFP to be issued at designated times (generally January 1 of every year) and also required that the RFP be developed via a process that would actively seek public comment.

For SUNY, the RFP replaces its former *New Charter School Application Kit*. In converting from the Application Kit to the RFP, SUNY was able to address legislative priorities by building on the existing strengths of its application; a document and process that had been refined over 11 years. In fact, SUNY's RFP was recognized as a best practice by the National Association of Charter School Authorizers in May of 2010.

SUNY Process Ensures Opportunities for Public Comment

Issue Draft RFP

Consistent with: 1) the SUNY Trustees' high standards; 2) the NYS Charter Schools Act; and 3) national best practices

Broadly Seek Public Comment

Web posting, mass e-mail distribution, statewide media release, multi-city public meeting

Consideration of Public Comment and Revision of RFP

Issue Final RFP and Summary Responses to Public Comments

drive instruction. Applications must include detailed plans to serve and support at-risk students, provide staffing plans with proposed job descriptions, outline responsibilities of the instructional leadership team for the school, describe the professional development program for teachers, and also detail school culture and discipline. A number of the questions and related guidance in this section were enhanced and new questions were added here and in other sections of the RFP to address legislative requirements and to allow the Institute to gauge an applicant's proposal in accordance with legislative priority areas (see box below).

"We also took this opportunity to streamline what we were asking for in an effort to remove duplication and even to move some compliance related questions from the application itself to the pre-opening process for schools, if approved," said Ralph Rossi, Institute Vice President and General Counsel.

"Notably, the charter agreement, or contract, that school boards ultimately sign with SUNY is comprised largely of the application itself," added Rossi. "The application becomes the plan that

defines the school upon opening and during the life of the charter term. For teams applying to open their first charter school, the application process is much more than a paper exercise, the questions in the RFP and related guidance are designed to help applicants articulate how they will make the vision of their school a reality."

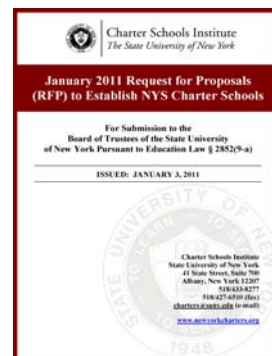
SUNY's RFP is unique among New York authorizers in that it includes curriculum requirements. Refined this year in anticipation of the state's implementation of the common core standards, applicants are asked to provide a curriculum development timeline, sample unit plans in English language arts and mathematics, and to provide curriculum frameworks for mathematics, English language arts, science and social studies that demonstrates alignment of their curriculum plans to the state standards, planned assessments, and key design elements of the academic program.

"SUNY absolutely appreciates the autonomy schools need in the areas of curriculum development and has built into its charter agreement certain flexibilities for approved schools to make curriculum changes immediately

in response to student needs," said Miller Barker. "However, for now, our oversight process has led us to maintain but refine our curriculum requests as too many schools were struggling to find time to work on curriculum in their first year, and as a result, delaying critically important efforts to align curriculum across classrooms in the same grade and from grade to grade. This is all the more challenging when the school is working to implement an innovative program design. SUNY's curriculum requirements are designed to ensure that schools have a foundation upon which they can build. We will continue to refine our approach here, particularly as the State moves to implement common core standards."

Academic Accountability

The Accountability section of the RFP requires applicants to provide an initial



New Legislative Criteria Per the Amended Charter Schools Act

Minimum General Eligibility Criteria

- Public outreach that conforms to the process prescribed by the SUNY Trustees for the purpose of soliciting community input regarding the proposed charter school (also a minimum general eligibility requirement).
- A viable plan to meet the enrollment and retention targets to be established by the SUNY Trustees for students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program (also a minimum general eligibility requirement).

Preference Criteria - A proposal can earn points in an overall ranking by the extent to which the proposed school meets the following goals:

- Increasing student achievement and decreasing achievement gaps in English language arts and mathematics;
- Increasing high school graduation rates for students particularly at risk of not graduating;
- A focus on middle school students' academic achievement;
- Using high quality assessments designed to measure the learning of critical concepts;
- Management and leadership capability to overcome start-up problems and establish a fiscally viable school;
- Increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness;
- Partnering with low-performing district and charter schools to share best practices and innovations;
- Gaining support from the school district in which the school will be located and demonstrating the intent to establish an ongoing relationship with such a school district; and
- Locating in a region of the state with limited educational alternatives (also a purpose of the RFP). ■

draft of the Academic Accountability Plan that will be fine-tuned with Institute staff during the school's first year of operation, if approved, and included as part of the school's charter. SUNY requires all of the schools it authorizes to commit to certain accountability measures.

For elementary and middle schools, those measures fall in the following areas: absolute proficiency, including that 75% of students enrolled in their second year must score at proficiency or above on state exams; comparative performance, including performing better than expected when compared to similar (like percentages of free-lunch eligible students) district public schools in the state, and outperforming the district in which they are located; growth measures, including that cohorts of students must increase the percentage of students testing at proficiency; and compliance with NCLB including that the school meets the state's annual performance goal. SUNY authorized high schools are also required to commit to absolute proficiency, comparative performance, cohort growth and NCLB measures related to performance on Regents exams and promotion from grade to grade. High schools also have required measures for graduation and, if the school has a college prep mission, it will also have required measures related to college preparation, acceptance and enrollment.

"SUNY's academic accountability program is one of the hallmarks of SUNY as a charter school authorizer nationally," said Dr. Ron Miller, Institute Vice President for Accountability. "Combined with SUNY's high standards for charter renewal, which are clearly defined both in policy and in a set of renewal benchmarks that are used to guide SUNY's visits to schools over the life of the charter, the focus on accountability is part of what increases the value of a SUNY charter. It is hard earned, but stands as a nationally recognized indicator of quality."

Organizational / Fiscal Viability

RFP questions in the sections on organizational viability, fiscal soundness, and school polices are all designed to allow the Institute to assess the long-term viability of the proposed school. Central to that assessment is review of the professional experience and background of the proposed board of trustees.

"The strongest boards are those whose members represent a variety of skill sets," said Rossi. "A board whose members have academic, legal, fiscal and real estate experience has proven valuable. Members with experience serving on other non-profit boards can also be helpful."

Another critical set of questions from the RFP pertain to the applicant's plans to recruit and retain students, to detail all community outreach efforts, and to provide evidence of student demand for the school. Applicants must also propose an enrollment plan for the schools that is consistent with academic program goals and aligns with the proposed budget.

The amendments to the Charter School Act not only required revisions to the application document itself, they also served to inform changes to SUNY's practices.

Application Practices

SUNY was the only authorizer in the state to issue a draft RFP for public comment. Efforts to solicit public feedback included e-mailing the draft document to every NYS Superintendent, every New York State School Board, charter schools, parent associations, and education and charter school organizations across the country. SUNY also convened a multi-city meeting via videoconference to accept verbal comments on the draft document. "Staff compiled all comments and spent time



SUNY received the National Association of Charter School Authorizers' 2010 Award for Excellence for having the "best application process" for establishing new charter schools. Above: Staff from the Institute's Albany office display the award. L-R (front): David Hruby, Ralph Rossi, Susan Miller Barker, Cyndi Proctor, Jason Sarsfield. L-R (Back): Shawn Davis, Rebecca Slaughter, Lynn Nichols, Mari Hollingsworth, Sean Fitzsimmons.

as a group considering each and every one," said Sarsfield. "The resulting dialogue was incredibly helpful and led to new insights about how and why we do what we do, and in some cases led to the addition of questions or the refining of guidance for applicants to address comments."

SUNY also took seriously the Legislature's charge to ensure that applicants had provided ample opportunity to invite public comment in the development of their application. "For the first time, SUNY required a letter of intent from applicants indicating that they would be sending in a response to the RFP," added Sarsfield. "We required that the letter of intent include evidence that applicants had already begun their community outreach efforts."

SUNY has always prided itself on being reflective about its work and continuing to make improvements to its policies and practices over time. "In all that we do, especially in working to meet the new legislative requirements, we must remember that charters schools were granted greater flexibilities in exchange for accountability, that approved schools must retain autonomy in order to ensure their long-term success," said Miller Barker. "I think SUNY's approach to making these recent changes and its general philosophy of charter authorizing meet that mark." See details about SUNY's new school review process at right.

Inside SUNY's New School Review Process

The Institute's new school review process features: an extensive academic, fiscal and legal review by Institute staff as well as review by a panel of external experts in the fields of education and school finance; two in-depth interviews of lead applicants and proposed school trustees, first with Institute staff and then, for those proposals moved forward in the review process, by members of the SUNY Trustees' Education, College Readiness and Success Committee ("Education Committee"); and a Request for Amendments phase, an iterative dialogue between the applicant and the Institute that results in amendments to and clarifications of the proposal itself. In addition, in cases where the proposed charter school would partner with a non-profit CMO or a business, community or educational partner organization, the Institute conducts a due diligence review of the organization. The due diligence review requires the partnering organization to respond to a questionnaire regarding structure, staffing, finances, plans for the future and the academic performance of other schools it serves. Institute staff may also interview the organization to assess capacity. The results of the due diligence process and final interviews further inform the Institute's final recommendation to the SUNY Trustees.

A Path to Approval

"We have had some argue that the process should be easier, less time-consuming for applicants," added Rossi. It is not uncommon for an applicant to be unsuccessful their first time through the SUNY process. "In response we have worked to streamline the proposal and review process, but in doing that, we have to ensure that at the end of the day, the proposals we recommend still meet SUNY's high standards. SUNY authorized charter

schools continually out-perform their charter school peers and we believe that our work with applicants up-front plays a role in that success."

Rossi explained that the Institute is working to develop a new review process for existing, high-performing charter schools who want to replicate. "For this group of applicants, we can certainly envision a less time-intensive process that focuses more on the capacity of the individuals or group to implement a successful program that has already been approved by SUNY."

The Institute's website, www.newyorkcharters.org, features details on all SUNY policies, including the new school approval process. "There is no secret path to approval," said Miller Barker. "There are, however, a number of simple steps that many of our successful applicants have taken." Common elements of successful proposal development include:

- knowledge of the Charter Schools Act and familiarity with SUNY standards;
- reading carefully the guidance contained in SUNY's RFP;
- reviewing applications recently approved by the SUNY Trustees;
- visiting and talking to existing SUNY authorized charter schools;
- and importantly, staying in touch with Institute staff.

Per the Charter Schools Act, SUNY will issue its next call for new school proposals in January 2012. A draft RFP will be issued this fall at: www.newyorkcharters.org.

SUNY's Value-Add

"In addition to the incredible commitment of the SUNY Trustees, one of the significant benefits of applying to SUNY to open a new charter school is the value-add provided by Institute staff," said Miller Barker. "We are an organization entirely dedicated to quality authorizing and the creation of high quality school seats for New York students. There is no question that our primary job is to monitor schools and ensure that they are fulfilling the promises they have made to families. However, we are also here as a resource to schools. To answer questions, brainstorm new ideas or new approaches, to plan. There is nothing we want more than for our schools to succeed and to continue their positive contributions to New York's public education sector." ■

SUNY New Charter School Review Process

Applications NEW to SUNY

SUNY's review process is progressive, i.e., an applicant must meet the criteria of one phase to move to the next.

- Initial Review to Determine if Proposal Meets General Eligibility Requirements
- Full Review by Institute Academic/Legal/Fiscal Staff
- Review by External Panel of Education Experts
- Panelists and Staff Convene
- Institute Interviews Applicant Group and Proposed Board. Institute Conducts a Due Diligence Review of Any Management/Partner Organization (Questionnaire and Interview)
- Request for Amendments ("RFA") Process - an Iterative Exchange to Address Institute Questions and Concerns
- Interview of Applicant Team and Proposed Board by members of the SUNY Trustees' Education Committee
- Institute Conducts Preference Scoring (if applicable)
- Institute Presents its Final Recommendation to the SUNY Trustees' Education Committee; the Committee Presents its Recommendation to the Full Board
- If the SUNY Trustees Approve, the Institute Prepares the Proposed Charter for Transmission to the NYS Regents

SUNY Authorizing: A look at the Numbers

SUNY is the largest charter school authorizer in New York State and the largest University-based charter school authorizer in the country. There are currently 198 charter schools in operation or approved to open across New York State; 89 of those schools are authorized by SUNY:

- 68 in and around New York City - Manhattan (17); Brooklyn (25); Bronx (19); Queens (3); Staten Island (1); Wainscott (1); Roosevelt (1); and Hempstead (1)
- 11 in the Capital District - Albany (9); Troy (2)
- 10 in Western/Central New York - Ithaca (1); Rochester (4); Buffalo (5)

SUNY charter schools will serve nearly 27,000 students by fall 2011 and the demand for more schools continues to rise. There are currently over 46,000 families on waiting lists for admissions to SUNY charter schools.

SUNY Authorized Charter Schools Statewide

	City/Area	School	Grades Offered	Current Enrollment	Planned Grades (charter term)	
Capital District	Albany	Achievement Academy Charter School	5-8	241	5-8	
		Albany Community Charter School	K-4	346	K-5	
		Albany Leadership Charter High School for Girls	9-10	150	9-12	
		Albany Preparatory Charter School	5-8	211	5-8	
		Brighter Choice Charter School Middle School for Boys	5	48	5-8	
		Brighter Choice Charter School Middle School for Girls	5	43	5-8	
		Green Tech High Charter School	9-11	270	9-11	
		Henry Johnson Charter School	K-4	357	K-4	
		KIPP Tech Valley Charter School	5-8	290	5-8	
		Western / Central NY	Troy	Ark Community Charter School	K-6	206
True North Troy Preparatory Charter School	5-6			110	K, 5-7	
Buffalo	Buffalo United Charter School		K-8	616	K-8	
	King Center Charter School		K-5	179	K-7	
	Oracle Charter School		9-12	330	9-12	
New York City / Long Island	Ithaca	South Buffalo Charter School	K-8	675	K-8	
		Tapestry Charter School	K-12	560	K-12	
	Rochester	New Roots Charter School	9-11	126	9-12	
		Eugenio Maria de Hostos Charter School	K-7	353	K-8	
	Bronx	Rochester	True North Rochester Prep. Charter School	K-1, 5-8	454	K-8
			<i>True North Rochester Prep. Charter School - West Campus¹</i>	5	78	K-3, 5-8
			University Preparatory Charter School for Young Men	7-8	160	7-12
			Bronx Charter School for Better Learning	K-5	373	K-5
			Bronx Charter School for Excellence	K-5	382	K-5
			Bronx Preparatory Charter School	5-12	695	5-12
Bronx Success Academy Charter School 1			K-1	191	K-4	
Bronx Success Academy Charter School 2			K-1	192	K-4	
<i>Boys Preparatory Charter School²</i>			K-1	132	K-5	
Icahn Charter School 1			K-8	332	K-8	
Icahn Charter School 2	K-5	215	K-5			
Icahn Charter School 3	K-4	182	K-5			
Icahn Charter School 4	K-3	146	K-5			
<i>Icahn Charter School 5¹</i>	K-2	108	K-4			
Family Life Academy Charter School	K-8	382	K-8			
Girls Prep Charter School of the Bronx	K-2	206	K-4			
Grand Concourse Academy Charter School	K-5	370	K-5			
Green Dot New York Charter School	9-11	303	9-12			
<i>Heketi Community Charter School¹</i>	K-1	88	K-5			
<i>New Visions Charter High School for Adv. Math & Science¹</i>	9	125	9-12			

City/Area	School	Grades Offered	Current Enrollment	Planned Grades (charter term)	
Brooklyn	<i>New Visions Charter High School for Humanities</i> ¹	9	125	9-12	
	<i>ROADS Charter School</i> ²	9	150	9-12	
	<i>Achievement First Aspire</i> ² Charter School	K-1	166	K-5	
	Achievement First Apollo Charter School	K-1	175	K-3, 5	
	Achievement First Brownsville Charter School	K-3	339	K-5	
	Achievement First-Bushwick Charter School	K-8	753	K-11	
	Bedford Stuyvesant Collegiate Charter School	5-7	195	5-9	
	Brooklyn Dreams Charter School	K-3	194	K-6	
	Brooklyn East Collegiate Charter School	5	78	5-8	
	Brooklyn Excelsior Charter School	K-8	725	K-8	
	Brooklyn Prospect Charter School	6-7	201	6-9	
	<i>Brooklyn Success Academy Charter School</i> ¹	K-1	188	K-5	
	Brownsville Collegiate Charter School	5-7	147	5-9	
	Community Partnership Charter School	K-6	334	K-7	
	Excellence Boys Charter School of Bed Stuy	K-7	431	K-10 ⁴	
	Excellence Girls Charter School	K-2	230	K-4	
	<i>Explore Excel Charter School</i> ¹	K-3	224	K-7	
	<i>Invictus Preparatory Charter School</i> ¹	5	90	5-8	
	Kings Collegiate Charter School	5-8	260	5-9	
	Leadership Preparatory Bed Stuy Charter School	K-5	409	K-8	
	Leadership Preparatory Brownsville Charter School	K-2	197	K-4	
	Leadership Preparatory Ocean Hill Charter School	K-1	142	K-4	
	<i>Leadership Preparatory Charter School</i> ⁴	K-1	116	K-3	
	New Hope Academy Charter School	K-2	171	K-5	
	Ocean Hill Collegiate Charter School	5	78	5-8	
	<i>ROADS Charter School</i> ¹	9	150	9-12	
	UFT Charter School	K-10	916	K-12	
Manhattan	Amber Charter School	K-5	425	K-5	
	Broome Street Academy Charter High School	9	110	9-12	
	<i>East Harlem Scholars Academy Charter School</i> ¹	K-1	100	K-5	
	Girls Preparatory Charter School of New York	K-6	368	K-8	
	Harbor Science and Arts Charter School	1-8	215	K-8	
	Harlem Day Charter School ⁴	K-5	254	--	
	Harlem Link Charter School	K-5	290	K-5	
	Harlem Success Academy Charter School 2	K-3	475	K-4	
	Harlem Success Academy Charter School 3	K-3	465	K-4	
	Harlem Success Academy Charter School 4	K-3	320	K-4	
	Harlem Success Academy Charter School 5	K-1	186	K-4	
	Harlem Village Academy Charter School	5-12	371	5-12	
	Harlem Village Academy Leadership Charter School	5-10	350	5-12	
	<i>Innovate Manhattan Charter School</i> ¹	6-7	132	6-8	
	KIPP S.T.A.R. College Prep Charter School	5-10	347	5-12	
	Sisulu-Walker Charter School of Harlem	K-5	269	K-5	
	<i>Upper West Success Academy Charter School</i> ¹	K-1	188	K-5	
	Queens	Merrick Academy - Queens Public Charter School	K-6	495	K-6
		Our World Neighborhood Charter School	K-8	700	K-8
<i>Academy of the City Charter School</i> ¹		K-1	104	K-5	
Staten Island	New World Preparatory Charter School	6	122	6-8	
	The Academy Charter School	K-3	257	K-5	
Roosevelt	Roosevelt Children's Academy Charter School	K-8	693	K-8	
Wainscott	Child Development Center of the Hamptons	K-5	59	K-5	

¹ School scheduled to open in the fall of 2011; planned enrollment and grade information is shown.

² School scheduled to open in the fall of 2012; planned enrollment and grade information is shown.

³ ROADS I and ROADS II will enroll 150 over-aged and under-credited students that meet the schools' criteria for entrance into the 9th grade.

⁴ The education program of Harlem Day Charter School will close in June 2011. A new education program, Harlem Prep Charter School, will open in the same facility space in the fall of 2011.

What's New Online?

The Institute has recently expanded the information available on the school profiles pages on its website at: www.newyorkcharters.org/parentSchoolList.htm. Visitors can simply click on any school name to be linked to its in-depth school profile.

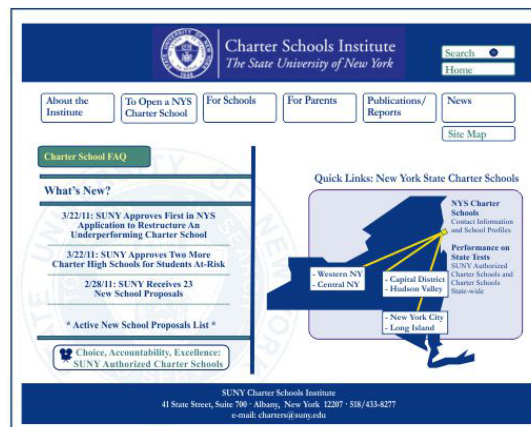
Every school profile now contains: contact information for the school and school leader; student enrollment totals; a list of grades offered in the current year as well as planned grades over the life of the charter; the district, or in New York City the Community School District, in which the charter school is located; the school's authorizer; a school description including mission and key design elements of the academic program and links to each year's New York State Annual Report Card.

In addition, every SUNY authorized charter school profile contains:

- Institute analysis of NYS standardized exam results in math and ELA;
- Institute school evaluation reports generated after each school visit;
- Institute charter renewal recommendation reports;
- School generated annual reports about their progress toward meeting SUNY Academic Accountability Plan goals;
- Institute prepared summaries of each schools' academic progress over three-year periods;
- Annual reports;
- Audited financial statements; and

- A link to SUNY's comprehensive Fiscal Dashboard, a unique tool that allows visitors to view financial data for every SUNY authorized charter school and even compare data among like schools.

Visit www.newyorkcharters.org today! ■



MOMENTUM, continued from page 1

Ms. Miller Barker is the founder and CEO of Smart Hounds Solutions and a Principal with Shanahan Capital Ventures, LLC. She is a nationally sought-after education consultant who has broad experience with charter schools and charter school authorizing.

A former Associate Commissioner of Education for the Commonwealth of Massachusetts, Ms. Miller Barker led the implementation of school and charter accountability under Massachusetts' groundbreaking 1993 Education Reform Act.

Ms. Miller Barker is a member of Harvard's Urban Superintendent's Program where she worked as intern superintendent in the Charlotte-Mecklenburg, NC schools alongside Dr. Eric Smith, the current Florida Commissioner of Education.

A former Vice President at the Hudson Institute, Ms. Miller Barker taught at the Indian Creek Discovery Science and Technology Magnet School in Indianapolis, Indiana, receiving Indiana's Excellence in Education Award in 1990. She has been a visiting

lecturer at Columbia University and Butler University, and was the founding board chair of the SUNY authorized True North Troy Preparatory Charter School in Troy, New York; a position from which she stepped down to assume the role of interim executive director.

Ms. Miller Barker holds an Ed.M. from Harvard University's Graduate School of Education, where she has completed all doctoral coursework in Administration, Planning and Social Policy and was awarded the 1999 Edward J. Meade, Jr. Fellowship. ■

The State University of New York and Charter Schools

The New York Charter Schools Act of 1998 grants the Board of Trustees of the State University of New York the power to authorize 230 charters for the purpose of organizing and operating independent and autonomous public charter schools. The Charter Schools Institute was created by the Board of Trustees in February 1999 to assist it in carrying out its responsibilities under the Act. Guided by the rigorous standards set by the Board of Trustees, the Institute's oversight of SUNY authorized charter schools is comprehensive, including: evaluating initial applications for the opening of charter schools; ongoing oversight and evaluation; conducting a comprehensive evaluation when a school applies to renew its charter; and reporting to the school and the public on each school's performance and progress.

SUNY Charter Schools Institute ■ 41 State Street, Suite 700, Albany, New York 12207 ■ 518/433-8277
 NYC Office: c/o SUNY College of Optometry ■ 33 West 42nd Street ■ New York, NY 10036
charters@suny.edu ■ www.newyorkcharters.org