



2016-17 School Evaluation Report

ATMOSPHERE ACADEMY

PUBLIC CHARTER SCHOOL

Visit Date: April 25, 2017

Report Date: July 5, 2017

State University of New York
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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on April 25, 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 exception report 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	June 4, 2014
School Opening	September 2015

Location and 2016-17 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
22 Marble Hill Avenue, Bronx, NY 10463	NYC CSD 10	Lease	234	6-7

Atmosphere Academy Public Charter School (“Atmosphere”) is in the second year of operation in its initial charter term. The school opened in fall 2015 to serve 120 6th grade students.

2015-16 SCHOOL PERFORMANCE REVIEW

During 2015-16, the first year the school was in operation, Atmosphere failed to meet both of its key academic Accountability Plan goals in English language arts (“ELA”) and mathematics. Although data is not available to evaluate the school’s district comparison measure for students enrolled in at least their second year, the school underperformed Bronx Community School District 10 (the “district”) in both subjects in 2015-16. Further, the school performed in the bottom six percent of schools statewide in both subjects. Atmosphere met its No Child Left Behind (“NCLB”) goal and the school’s science goal is not yet applicable.

ELA

According to the three available measures in its Accountability Plan, Atmosphere failed to meet its ELA goal during 2015-16. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected. Atmosphere narrowly missed the target under its growth measure, posting a mean growth percentile one point below the state median on 50. Additionally, the school’s aggregate Performance Level Index (“PLI”) failed to exceed the target of the state’s Annual Measureable Objective (“AMO”).

Mathematics

Atmosphere did not meet its mathematics goal during 2015-16, failing to meet the target under all three available measures in its Accountability Plan. The school did not meet the target under its comparative effect size measure, performing lower than expected in comparison to schools across the state enrolling similar proportions of students who are economically disadvantaged. The school’s 6th graders posted a mean growth percentile of 38, falling 12 percentile points below the target of the state median of 50. Finally, the school’s aggregate PLI fell 46 points below the state’s AMO.

Science

The New York State science exam is only administered in the 4th and 8th grades. As of 2015-16, the school did not yet enroll 8th graders, and therefore did not generate data to evaluate attainment of its science goal.

NCLB

The state has not yet used Atmosphere’s first set of state assessment scores to identify its status under the NCLB accountability system.

ACADEMIC PERFORMANCE

Academic outcome data about the performance of students receiving special education services and 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
Enrollment (N) Receiving Mandated Academic Services	(N/A)	(N/A)	(38)
RESULTS			
Tested on State Exams (N)	(N/A)	(N/A)	(38)
Percent Proficient on ELA Exam	N/A	N/A	0.0
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(N/A)	(N/A)	(23)
RESULTS			
Tested on NYSESLAT ¹ Exam (N)	(N/A)	(N/A)	(21)
Percent ‘Commanding’ or Making Progress ² on NYSESLAT	N/A	N/A	33.3

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).

ACADEMIC PERFORMANCE

Atmosphere Academy Public Charter School

REQUIRED MEASURE DESCRIPTION

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at Atmosphere in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 10**.

Performance data not yet available.
Comparative data for this measure becomes available after the school enrolls students for at least 2 years.

Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

-0.82

-0.77

2016

2016

Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.

Target: State Median
48.9

38.0

2016

2016

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

Science data not yet available.
Science data becomes available after the school enrolls and administers the state science exam to students in the 4th and/or 8th grades.

BENCHMARK CONCLUSIONS

QUALITATIVE EDUCATION BENCHMARKS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,³ 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.⁴

Use of Assessment Data

Although Atmosphere utilizes multiple assessments to collect data to monitor students' progress and academic achievement, the school does not use data effectively to adjust or inform daily instruction. Leaders regularly utilize assessment data to understand the effectiveness of the academic program but have not developed systematic school wide expectations for the analysis and strategic use of academic achievement data to improve instruction.

- The school regularly administers valid and reliable assessments aligned to the school's curriculum and state standards. For both ELA and mathematics, the school administered a baseline assessment using questions pulled from the Achievement Network ("ANet") and a midline assessment using RALLY! practice assessments, which are mock assessments designed to emulate the state assessments. Since the school utilized two different assessments for the baseline and midline assessments, leaders are not able to monitor progress or use comparative data. Atmosphere utilizes the ANet benchmark assessment four times a year for ELA and mathematics in addition to the baseline and midline assessments. Teachers began creating grade-wide assessments this year as informal unit assessments to analyze student learning with a consistent assessment. While the assessments are valid to provide the school with student areas of growth by standard, leaders and teachers do not effectively utilize results to differentiate instruction or adjust student groupings.
- Atmosphere is developing a valid and reliable process for scoring and analyzing assessments. Content area teachers informally norm their scoring practices by reviewing rubrics, grading sample student work, and discussing discrepancies in teacher scores.
- School leaders make assessment data available to teachers and board members. Leaders provide teachers with a comprehensive data dashboard that includes all collected data points. Teachers access data through the dashboard and ANet's online resource. ANet

³ 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.

⁴ 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/.

BENCHMARK CONCLUSIONS

consultants provide teachers with training and support to analyze the data and create re-teaching plans after each interim assessment. However, leaders are not yet tracking how often or how effectively teachers access and use ANet data to adjust instruction.

- The school uses state test results to group students into teams at the beginning of the year. However, the school does not have a system to create or re-evaluate new groupings during the school year, with one exception of six at-risk students placed into a separate team to provide additional support. While commendable that school leaders reacted to a specific need based on the data, leaders did not strategically place the most experienced teachers to support the at-risk group of students. Despite school leaders setting expectations for differentiating during lessons, classroom observations and a review of lesson plans provided little evidence that teachers are differentiating on a consistent basis.
- School leaders inconsistently use assessment results to evaluate teacher effectiveness. The school sets clear and measurable goals specific to grade and content teams, which factor into teachers' evaluations. For example, the English department set a team goal for both progress on ANet assessments and proficiency on the ELA state assessment. However, the mathematics department did not have a team specific goal related to achievement. Leaders utilize data effectively to develop professional development calendars and coaching strategies.
- The school regularly communicates to families about their students' progress and growth. The school sends home report cards three times a year. Teachers informally send home progress reports, but the school does not have a formal process for progress reports.

Curriculum

Atmosphere's curricular programs and quarterly pacing guides provide some support to teachers in the planning and delivery of instruction. However, the school does not provide yearlong scope and sequence documents or adequate oversight to ensure that teachers cover all standards during the school year. Teachers have autonomy to create lesson plans without setting clear student performance expectations, which results in low expectations for students demonstrating the greatest academic struggles.

- The school follows a set curriculum based on resources from EngageNY for ELA and mathematics; however, instructional leaders have not developed systems to ensure that instruction covers all content standards or teachers teach those standards to the high rigor that the state standards demand. Teachers utilize supplemental program materials, such as GO!Math, as additional resources for the curriculum. Leaders do not ensure that teacher's lesson plans include all necessary components to raise student achievement.
- The school has some supporting tools that provide a bridge between the curriculum framework and lesson plans. For instance, teachers create quarterly pacing guides to know what to teach and when to teach it based on results from the ANet interim assessments;

BENCHMARK CONCLUSIONS

however, the school has not developed curricular maps or scope and sequence documents to guide teachers in knowing the appropriate depth of rigor for instruction within each topic or that all standards will be covered during the school year.

- Teachers have the autonomy to re-teach specific lessons based on exit tickets and other student work, and leaders do not fully ensure that all classrooms cover all standards by the end of the school year. For lower-ability student cohorts, teachers do not cover the same material as classrooms with higher-ability students in an effort to spend more time re-teaching skills and standards.
- The school does not have a formal process for selecting and evaluating its curriculum documents and its resources for delivering the curriculum. School leaders review lesson plans on a weekly basis and provide feedback to teachers. While a formal process is not in place for evaluating the curriculum, leaders use achievement results to informally assess the effectiveness of the current academic program and recognize a need to supplement the current programs with intervention programs during the next school year.

Pedagogy

Low expectations and rigor are evident in instruction throughout the school. Most lessons lack opportunities to develop students' higher-order thinking skills. Most teachers establish a safe environment and communicate clear behavioral expectations to students although demonstrate a general lack of urgency for high academic achievement. Teachers do not consistently utilize checks for understanding to adjust instruction or differentiate activities. As shown in the chart below, during the evaluation visit, Institute team members conducted 17 classroom observations following a defined protocol used in all evaluation visits.

CLASSROOM OBSERVATIONS

		Grade		
		6	7	Total
Content Area	ELA	3	4	7
	Math	3	4	7
	Science		1	1
	Soc Stu		2	2
	Total	6	11	17

- Although teachers deliver lessons aligned to the school's curriculum (14 of 17 classrooms observed), lessons are not purposeful. Teachers communicate clear learning objectives at the start of each lesson and most learning targets align to state standards. Lead teachers and co-teachers or assistant teachers have clearly delineated roles, but teachers do not

BENCHMARK CONCLUSIONS

strategically plan to differentiate learning or use co-teaching models to help students reach lesson objectives or target specific student needs.

- Some teachers regularly and effectively use techniques to check for student understanding (8 of 17 classrooms). While the majority of teachers circulate during student work times, students do not receive meaningful feedback that improves work products. In one example, a teacher provided factually inaccurate feedback to a student. Teachers primarily relied on students with raised hands to check for understanding, and consequently teachers systematically failed to engage most students in classrooms.
- Few teachers include opportunities to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (6 of 17 classrooms). Few teachers gave students opportunities to discuss work in pairings or work in groups, and when students did work in groups, teachers did not hold students accountable for staying on task. In the majority of lessons, teachers gave low-level questions and activities to students. Teachers typically ask factual questions and in many examples gave the answers to students without allowing adequate thinking or work time. In a few notable exceptions, teachers facilitated rich discussions about topics that related to students' lives with high levels of participation.
- A slight majority of teachers establish and maintain a classroom environment with a consistent focus on learning (10 of 17 classrooms observed). Most teachers are well prepared for lessons and clearly communicate behavioral expectations for students. Teachers do not maximize learning time with effective transitions and pacing, both during lessons and school-wide transitions. In some classrooms, teachers do not adequately pace lessons to cover the entire lesson plan during a single period. Lessons do not demonstrate a level of urgency that is required to improve student learning across the school. Teachers often do not start and end lessons on time.

Instructional Leadership

Atmosphere's large instructional leadership team enables instructional leaders to provide tailored supports to teachers. However, leaders do not set consistently high expectations for student performance across classrooms that would support academic achievement for all students.

- Although school leaders use the Danielson framework for staff evaluations and a deep focus on the school's core values with students to establish reasonable expectations for student and teacher performance, Atmosphere does not consistently enforce these expectations in a manner that would push students to grade level proficiency. The school has established numerous goals: each teacher and staff member has two individual goals, two department goals (one for the grade team and one for the content area), and two school-wide goals. However, only department-wide goals are specific with clear and measurable targets (e.g., 60 percent of 6th grade students will pass all core classes during

BENCHMARK CONCLUSIONS

the third and fourth quarters). Despite the various goals each staff member develops, low expectations for student performance permeate Atmosphere's classrooms. In an effort to differentiate lesson materials, teachers inadvertently develop less rigorous instructional materials for some classes and are not consistent in holding high expectations for student performance.

- Despite a large instructional leadership team, school leaders are not deliberate in coordinating leadership activities to maximize the development of the teaching staff. Grade level coordinators do not consistently collaborate with the literacy specialist and only informally collaborate with the mathematics specialist. As a result, the leadership team does not systematically provide coordinated and effective support for each teacher that results in improved student learning.
- Notwithstanding a lack of coordination amongst leaders, Atmosphere leaders provide structured and formal opportunities and guidance for ELA and mathematics teachers to plan curriculum and instruction within and across grade levels. Grade level coordinators facilitate twice-weekly grade team meetings. The director of curriculum and instruction and mathematics coordinator facilitate ELA and mathematics team meetings, respectively. School leaders invite social studies and science teachers to attend content team meetings. Outside of these meetings, teachers do not have common planning time to meet or plan informally.
- Atmosphere's leadership team provides sustained and systemic coaching and supervision; however, the quality of feedback is not adequate to improve teachers' instructional effectiveness. Leaders meet with teachers on a weekly basis, increasing frequency of supports based on need. Teachers prepare a variety of artifacts as part of a teaching portfolio, and leaders collect multiple types of evidence during observations to discuss at check-ins, including videos, pictures, and instructional materials. School leaders create coaching agendas on school-wide needs identified during observations and on the individual goals that teachers develop at the beginning of the school year. Atmosphere has a systematized system for recording observation occurrences to monitor the frequency of support for each teacher. However, a review of observation feedback indicated inconsistencies in the quality of feedback. School leaders are often more descriptive than evaluative in their feedback and do not consistently identify specific areas for improvement and next steps, particularly for teachers identified as relatively strong.
- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers. The school's professional development program is interrelated with classroom practice because instructional leaders develop the agenda based on assessment performance and classroom observations. School leaders facilitate monthly full-day professional development sessions in addition to providing staff access to external opportunities.

BENCHMARK CONCLUSIONS

- Instructional leaders regularly conduct teacher evaluations with clear criteria. Leaders evaluate teachers four times per year using the Danielson rubric. Teachers are aware of the criteria used during evaluations, as they use the rubric to develop annual goals. Teachers and school leaders develop individual portfolios that include annual goals, observation feedback, and artifacts collected during the year.
- Instructional leaders make efforts to hold teachers accountable for quality instruction and student achievement by collecting numerous artifacts during observations, increasing frequency of supports for struggling teachers, and placing teachers on improvement plans when they do not meet expectations. Because leaders are inconsistent with expectations for individual class performance, including minimal oversight and support for more struggling teachers with lower performing cohorts of students, and the quality of evaluations, teachers are not accountable for ensuring the success of all students.

At-Risk Students

Atmosphere does not meet the educational needs of at-risk students, including students with disabilities, ELLs and students struggling academically. Teachers do not utilize common planning time to plan strategically for meeting the needs of at-risk students. Teachers do not establish high expectations or implement activities that are rigorous enough to raise student achievement levels. Leaders recognize a need to continue to improve on the established intervention program for students struggling academically to see desired growth for student achievement.

- Atmosphere uses clear procedures for identifying at-risk students. The school uses the citywide student information database to identify ELLs. Teachers work with the special education team to identify and refer students to the Committee on Special Education (“CSE”) to determine eligibility for receiving mandated special education services. Leaders provide teachers with Individualized Education Programs (“IEPs”) for students with disabilities during summer training, though newly hired teachers did not receive IEPs for students. The school has developed an Academic Intervention Services (“AIS”) program for students struggling academically. Leaders identify AIS groupings based on ANet results, state test scores and class grades. However, Atmosphere does not have a clearly designated AIS team, and so teachers do not strategically or systematically review the needs of students struggling academically.
- Atmosphere’s intervention programs are not adequate to meet the needs of students with disabilities and students struggling academically. The school provides special education teacher support services (“SETSS”), integrated co-teaching (“ICT”) classrooms, and self-contained classrooms to service students with IEPs. While the school is in compliance with mandated IEP services, the quality of the program is not adequate to raise the achievement levels of students with disabilities. Lesson plans reflect lower standards and expectations for student learning, and ICT classrooms do not utilize a targeted range of

BENCHMARK CONCLUSIONS

models to meet the needs of all students. Leaders recognize a need to improve the AIS program and plan to purchase specific intervention programs, rather than rely on teacher created materials, for students struggling academically. While class teams are differentiated based on student results, general education teachers do not effectively differentiate learning during lessons to meet the wide range of student abilities within each team. The ELL coordinator provides adequate service to ELLs through push-in English language acquisition supports based on the required times mandated for individual students.

- Leaders make adequate use of data to monitor the progress of at-risk students. However, teachers do not systematically monitor the progress of at-risk students to adjust instruction or differentiate lessons. Leaders regularly review detailed data reports for all students, including at-risk students. While teachers have access to data reports, adjustments to instruction and sufficient differentiation are not evident in class lessons. Teachers determine needs and standards to teach during the intervention block based on ANet and class assessment data. The ELL coordinator tracks progress for ELLs.
- Atmosphere’s special education team makes teachers aware of students’ IEP goals and develops IEP progress reports that are sent home with each report card. However, at the time of the evaluation visit, newly hired teachers had not seen student IEPs. Leaders have not created specific goals for subgroups of students.
- The school provides inadequate training and professional development to help teachers meet students’ needs. During summer training, teachers review IEPs and discuss learning goals for students with disabilities. Teachers receive training for English language acquisition strategies based on the Sheltered Instruction Observation Protocol (“SIOP”) model. The school recently provided teachers with ICT model training. Leaders report following up on the effectiveness of the training through observations, though class observations did not demonstrate effective use of the strategies.
- Atmosphere provides some opportunities for coordination between classroom teachers and at-risk program staff. Teachers submit lesson plans a week in advance, which allows at-risk program staff to review and design interventions and push in supports. Content and grade level teams have weekly common planning times built into the schedule, and at-risk program staff members attend to support strategies and discuss specific students’ needs. General education and ICT teachers meet to plan lessons, though observations did not demonstrate effectiveness of the use of ICT models.

Organizational Capacity

A lack of coordination in Atmosphere’s large and robust administrative structure limits the school’s ability to deliver an effective educational program. Leaders have overlapping roles and responsibilities, and the rigidity of the evaluation and observation cycle does not allow leaders to have a consistent focus on raising student achievement results.

BENCHMARK CONCLUSIONS

- The school has not established an organizational structure with clearly defined roles and responsibilities for its relatively large, and still growing, leadership team. School leaders' roles often overlap, leading to multiple staff sharing the same responsibilities. For instance, despite employing a full-time director of data and assessment, the operations team coordinates assessment administration. In addition to leading coaching and supervision of teachers, grade team coordinators must also coordinate coverage for teacher absences and coordinate school trips, despite a staff member occupying the role of special projects coordinator. Additionally, the principal has been heavily involved in securing a facility for the incoming 8th grade cohort, ensuring cleanliness of the building, and other tasks that detract from his focus on teaching and learning.
- The school has a clear student discipline system in place at the administrative level that is consistently applied. The school implements several strategies to manage student behavior, emphasizing a system of consequences and rewards. The director of school life holds meetings with grade teams to discuss student behavior concerns and strategies for improving classroom management.
- Atmosphere retains quality staff. The school compensates teachers according to the NYCDOE salary scale, increasing salary based on teaching and educational experience. Despite a lack of a structured career ladder, Atmosphere promotes from within and encourages teachers to take on leadership responsibilities.
- The school maintains adequate student enrollment. For the 2016-17 school year, Atmosphere is above its chartered enrollment, although still within the permitted collar. The number of lottery applicants per seat has steadily increased each year, including for the upcoming 2017-18 school year.
- The school's enrollment population for students with disabilities, ELLs, and students who qualify for free and reduced price lunch reflects the district enrollment. However, Atmosphere does not have procedures in place to monitor its progress toward meeting enrollment and retention targets for these students to adjust its recruitment efforts accordingly. The school relies mostly on open houses and word-of-mouth for enrollment outreach.
- It is unclear that Atmosphere has established systems to monitor and evaluate the school's programs and make changes if necessary. School leaders make adjustments when they deem necessary, such as finding a new assessment vendor due to technological complications. However, staff could not articulate a protocol for continually reviewing and revising the school's programs.

BENCHMARK CONCLUSIONS

Board Oversight

Atmosphere's board has the capacity to provide oversight to support the school in meeting its Accountability Plan goals. The board sets a rigorous goal to improve the school's current achievement scores and receives ample information regarding the educational program. The board is constantly looking at ways to evaluate the school's program effectively to assess strengths and weaknesses of the academic program.

- Board members possess sufficient skills in K-12 education, higher education, community based organizations, finance, and law. The board has the skills to govern the school and oversee management of day-to-day operations. For example, members with backgrounds in contract negotiation and community relations support school leaders with finding and negotiating the acquisition of additional space for the 8th grade.
- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. School leaders provide detailed reports and presentations detailing the school's achievement data, academic program, and enrollment. An outside consultant provides the board with additional program audit reports on a monthly basis. The board uses this information to stay informed about the main goal of raising student achievement scores.
- Members establish clear priorities, objectives and long-range goals. The board recognizes a pressing priority of increasing student achievement before acting on long-term goals, which include the possibility of expanding to a high school. Board members are working with the school leader to improve the quality of teachers by providing opportunities for professional development and initiating a teacher bonus system tied to results for the upcoming school year.
- The board successfully recruits, hires and retains key personnel. The only personnel decision the board makes is regarding the principal, and members evaluate the principal on an annual basis and expressed satisfaction with the principal's performance. The board does not yet evaluate its performance, though members recognize this as an area for development.

Appendix A

School Overview

APPENDIX A: SCHOOL OVERVIEW

Mission Statement

Through the creation of a highly engaging school setting, Atmosphere Academy not only prepares students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

Board of Trustees⁵

Board Member Name	Position	Board Member Name	Position
Dr. H. Evan Powderly	Chair	Mervin A. Burton	Trustee
Michael J. Lagas	Treasurer	Alan Dillon	Trustee
Jesse J. Green Jr.	Trustee	Rev. Thomas A. Lynch	Trustee

School Characteristics

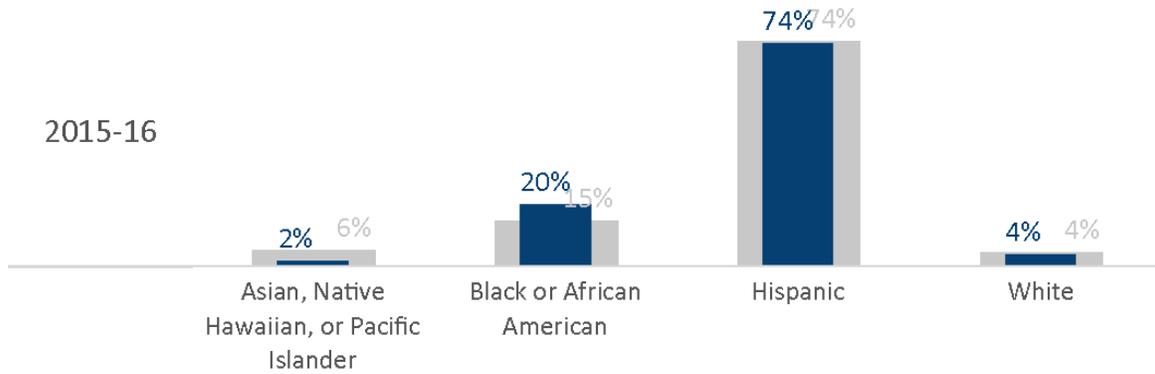
School Year	Chartered Enrollment	Actual Enrollment ⁵	Proposed Grades	Actual Grades
2015-16	120	136	6	6
2016-17	234	250	6-7	6-7

Key Design Elements	Evident?
▪ Shared culture and values;	+
▪ Rigorous standards-aligned curriculum;	-
▪ Student-centered and differentiated instruction;	-
▪ 21 st Century learning;	+
▪ Support for at-risk students; and,	-
▪ Distributed leadership.	+

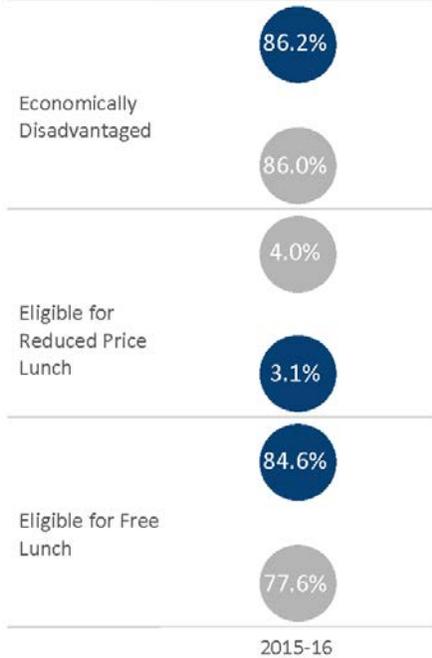
⁵ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

Student Demographics: Race/Ethnicity

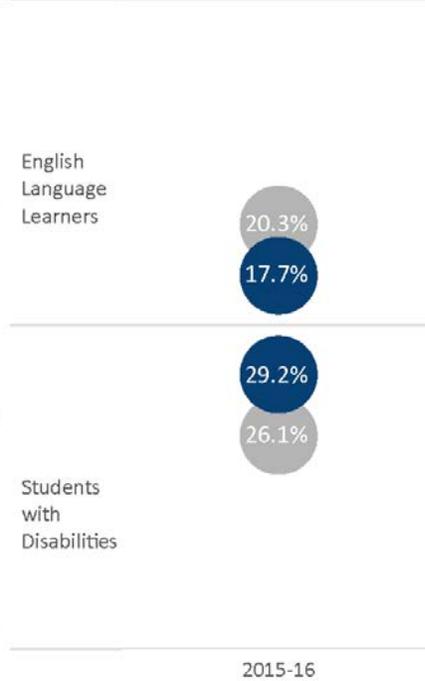


Student Demographics: Free/Reduced Lunch



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.

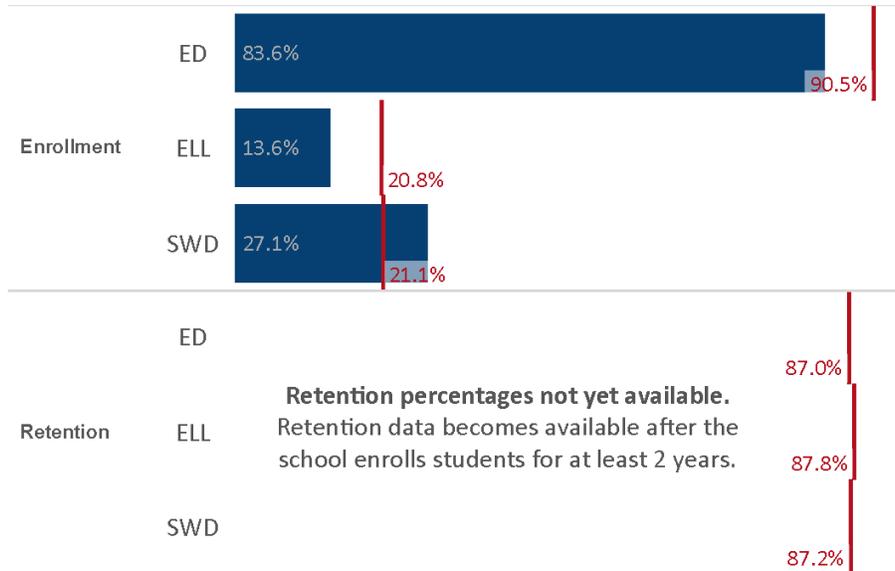
Student Demographics: Special Populations



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

APPENDIX A: SCHOOL OVERVIEW

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

This information is not yet available.

APPENDIX A: SCHOOL OVERVIEW

School Discipline

Suspensions: Atmosphere Academy Public Charter School's **Out of School suspension rate** and **In School suspension rate**.



2016

Community School District ("CSD") data for 2015-16 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.

2016

0

APPENDIX A: SCHOOL OVERVIEW

School Leaders

School Year(s)

Name(s) and Title(s)

2015-16 to Present

Colin Greene, Founding Principal

School Visit History

School Year

Visit Type

Date

2015-16

First Year

June 9, 2016

2016-17

Evaluation

April 25, 2017

Conduct of the Visit

Date(s) of Visit

Evaluation Team Member

Title

April 25, 2017

Andrew Kile

Senior Analyst

Chastity McFarlan, PhD

School Evaluation Analyst

Peter Katcher

External Consultant

Charter Cycle Context

Charter Term

2nd Year of Five-Year Charter Term

Accountability Period⁶

2nd Year of Four-Year Accountability Period

Anticipated Renewal Visit

Fall 2019

⁶ 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

Introduction

The State University of New York Charter Renewal Benchmarks¹ (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:

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.

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- 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

Renewal Question 1	
Is the School an Academic Success?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1A</p> <p>Academic Accountability Plan Goals</p>	<p>Over the Accountability Period, the school has met or come close to meeting its academic Accountability Plan goals.</p> <p>The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 1B</p> <p>Use of Assessment Data</p>	<p>The school has an assessment system that improves instructional effectiveness and student learning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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

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	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1C</p> <p>Curriculum</p>	<ul style="list-style-type: none"> the school regularly communicates to parents/guardians about their students’ progress and growth. <p>The school’s curriculum supports teachers in their instructional planning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> 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.
<p>SUNY Renewal Benchmark 1D</p> <p>Pedagogy</p>	<p>High quality instruction is evident throughout the school.</p> <p>The following elements are generally present.</p> <ul style="list-style-type: none"> 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.
<p>SUNY Renewal</p>	<p>The school has strong instructional leadership.</p>

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Renewal Question 1 Is the School an Academic Success?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>Benchmark 1E</p> <p>Instructional Leadership</p>	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>The school meets the educational needs of at-risk students.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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

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	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>struggling students;</p> <ul style="list-style-type: none">• 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.

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Renewal Question 2 Is the School an Effective, Viable Organization?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 2A</p> <p>Mission & Key Design Elements</p>	<p>The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school faithfully follows its mission; and • the school has implemented its key design elements.
<p>SUNY Renewal Benchmark 2B</p> <p>Parents & Students</p>	<p>Parents/guardians and students are satisfied with the school.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 2C</p> <p>Organizational Capacity</p>	<p>The school organization effectively supports the delivery of the educational program.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>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</p> <ul style="list-style-type: none"> • the school regularly monitors and evaluates the school’s programs and makes changes if necessary.

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Renewal Question 2	
Is the School an Effective, Viable Organization?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 2D</p> <p>Board Oversight</p>	<p>The school board works effectively to achieve the school’s Accountability Plan goals.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 2E</p> <p>Governance</p>	<p>The board implements, maintains and abides by appropriate policies, systems and processes.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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; • the board takes effective action when there are organizational,

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	<p style="text-align: center;">Renewal Question 2 Is the School an Effective, Viable Organization?</p>
<p><u>Evidence Category</u></p>	<p style="text-align: center;"><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 2F</p> <p>Legal Requirements</p>	<p>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;</p> <ul style="list-style-type: none"> • 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. <p>The school substantially complies with applicable laws, rules and regulations and the provisions of its charter.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school compiles a record of substantial compliance with the

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>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;</p> <ul style="list-style-type: none"> • 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.

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 3A</p> <p>Budgeting and Long Range Planning</p>	<p>The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 3B</p> <p>Internal Controls</p>	<p>The school maintains appropriate internal controls and procedures.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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;

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 3C</p> <p>Financial Reporting</p>	<p>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.</p> <p>The following reports have generally been filed in a timely, accurate and complete manner:</p> <ul style="list-style-type: none"> • 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

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 3D</p> <p>Financial Condition</p>	<p>regarding the level of special education services provided to students; and</p> <ul style="list-style-type: none"> • grant expenditure reports. <p>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).</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • 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.

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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?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 4A</p> <p>Plans for the School’s Structure</p>	<p>Key structural elements of the school, as defined in the exhibits of the Application for Charter Renewal, are reasonable, feasible and achievable.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 4B</p> <p>Plans for the Educational Program</p>	<p>The school’s plans for implementing the educational program allow it to meet its Accountability Plan goals.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • 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

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	<p style="text-align: center;">Renewal Question 4</p> <p style="text-align: center;">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?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
	<p>Benchmarks at the new grade levels; and</p> <ul style="list-style-type: none"> • 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.
<p>SUNY Renewal Benchmark 4C</p> <p>Plans for Board Oversight and Governance</p>	<p>The school provides a reasonable, feasible and achievable plan for board oversight and governance.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • 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.

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	<p align="center">Renewal Question 4</p> <p align="center">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?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4D</p> <p>Fiscal & Facility Plans</p>	<p>The school provides a reasonable, feasible and achievable fiscal plan including plans for an adequate facility.</p> <p>Based on the elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • 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.