



2016-17 School Evaluation Report

CITIZENS OF THE WORLD CHARTER SCHOOL NEW YORK - CROWN HEIGHTS

Visit Date: May 15-16, 2017

Report Date: July 7, 2017

State University of New York
41 State Street, Suite 700
Albany, New York 12207

(518) 445-4250
www.newyorkcharters.org



INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on May 15-16, 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 25, 2012
School Opening	September 2013

Location and 2016-17 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
791 Empire Blvd. Brooklyn, NY 11213	NYC CSD 17	DOE Co-located	315	K-4

INTRODUCTION AND SCHOOL BACKGROUND

Citizens of the World Charter School New York 1 (the “education corporation” or the “region”) has the authority to operate two schools, Citizens of the World New York Charter School – Crown Heights (“Citizens Crown Heights”) and Citizens of the World New York Charter School – Williamsburg. The education corporation partners with Citizens of the World Charter Schools (the “network”), a California not-for-profit corporation. The network provides limited services including start-up interest-free loans, school design, school leader support, and a licensing agreement for use of intellectual property.

2015-16 SCHOOL PERFORMANCE REVIEW

During 2015-16, the first year any measures in the school's Accountability Plan were applicable, Citizens Crown Heights did not meet either of its key academic Accountability Plan goals in English language arts ("ELA") or mathematics. The school met its No Child Left Behind ("NCLB") goal during 2015-16. The school's science goal and growth measures were not yet applicable.

ELA

In its first year with available data, Citizens Crown Heights did not meet its ELA goal. With 39 percent of the school's 3rd graders enrolled for at least two years scoring at or above proficiency, the school outperformed students in the same grade in Brooklyn Community School District 17 (the "district") by seven percentage points. However, in comparison to schools throughout New York State enrolling similar concentrations of economically disadvantaged students, Citizens Crown Heights performed lower than expected. Additionally, the school's aggregate Performance Level Index failed to meet the state's Annual Measureable Objective. The school did not yet enroll 4th grade students producing growth scores during 2015-16.

Mathematics

Citizens Crown Heights did not meet its mathematics goal in 2015-16, failing to meet the target under any of the available measures. The school's 3rd graders enrolled in at least their second year underperformed students in the same grade from the district, with only 32 percent scoring at or above proficiency on the state's mathematics exam. Further, the school performed lower than expected in comparison to schools across the state enrolling similar percentages of students who are economically disadvantaged. Citizens Crown Heights did not yet enroll 4th grade students producing growth percentiles during 2015-16.

Science

The New York State science exam is only administered in the 4th and 8th grades. As of 2015-16, Citizens Crown Heights did not yet enroll students past 3rd grade, and therefore did not yet have results in science.

NCLB

Citizens Crown Heights met its NCLB goal. During 2015-16, the school was not designated as a school in need of a local assistance plan or as a focus charter school.

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	(9)	(29)	(40)
RESULTS			
Tested on State Exams (N)	(N/A)	(N/A)	(8)
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)	(3)	(3)	(5)
RESULTS			
Tested on NYSESLAT ¹ Exam (N)	(3)	(3)	(2)
Percent ‘Commanding’ or Making Progress ² on NYSESLAT	s ³	s	s

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

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

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

ACADEMIC PERFORMANCE

Citizens of the World Charter School New York - Crown Heights

REQUIRED MEASURE DESCRIPTION

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at the school 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 the district.



2016



2016

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.

-0.48

-0.52

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**.

Comparative Growth data not yet available.

Growth data becomes available after the school enrolls and administers the state ELA and mathematics exams to students in 4th grade.

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at Heketi 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,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.⁵

Use of Assessment Data

Although Citizens Crown Heights regularly administers assessments that yield outcome data sufficient to inform instruction, the school does not systematically use student performance data to improve instruction within the classroom or to improve the effectiveness of school-wide initiatives.

- Citizens Crown Heights regularly administers valid and reliable assessments that yield actionable data. The school administers Fountas and Pinnell (“F&P”), NWEA Measures of Academic Progress (“MAP”), and regional benchmark assessments three times annually to assess performance in ELA and mathematics, as well as the Devereux Student Strengths Assessment (“DESSA”) and SELweb to assess social-emotional learning, all of which yield useful assessment reports. In addition to school-wide assessments, teachers also administer unit quizzes aligned to the curriculum. Recently, the network began facilitating Saturday workshops with instructional leaders and select teachers to delve into school-wide assessments and strengthen their understanding of the effectiveness of assessments.
- The school has a valid and reliable process for scoring assessments and classwork. Teachers grade multiple-choice assessments using answer keys from the curriculum. For open-ended responses, teachers collaboratively score assessments in grade teams using a common rubric to norm standards.
- Citizens Crown Heights makes assessment data accessible to teachers and school leaders but these groups are inconsistent in their effective use of the data to improve teaching and learning. School leaders present school-wide data to teachers during full-day professional development sessions after the administration of assessments. Teachers then separate into grade teams to review their students' data. This year, the school disaggregates school-level assessment data based on at-risk subgroups in order to monitor academic progress for all students. Despite access to data reports from all school-wide assessments, teachers

⁴ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html; scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

⁵ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

BENCHMARK CONCLUSIONS

do not access MAP data regularly. Due to a school-wide focus on enhancing the ELA curriculum, instructional leaders do not ensure teachers consistently access mathematics interim data to drive instruction.

- Despite access to a wealth of data, teachers do not systematically use data to inform instruction. School leaders are aware of the lack of data-driven decision-making across the school and identify using data more strategically as a future priority. Teachers construct small reading groups based on F&P data they receive three times per year but have no consistent systems for regrouping in between F&P administrations or for adjusting mathematics instruction. Although lesson plans include administration of exit tickets, or brief end-of-lesson assignments to measure understanding, teachers do not consistently implement these daily checks for understanding to inform instructional content for the following day.
- School leaders do not use data effectively to improve student performance. Teacher evaluations do not consider student performance data. School leaders do not develop coaching agendas based on weaknesses identified in assessments results. Recent administration of interim assessments project lower rates of proficiency on state assessments, but there is no clear indication of changes made in response to these data.
- The school regularly communicates student performance to parents after every trimester. Between trimesters, teachers communicate informally via text messages and newsletters. The school has no systems to monitor the frequency or quality of these communications.

Curriculum

Reflecting on the school's transition to a new curriculum for ELA, mathematics, and science instruction, Citizens Crown Heights school leaders acknowledge lack of foresight in its roll out. However, the school's programs currently support teachers in their instructional planning and delivery.

- For the third time in its charter term, the school has revised its curriculum program in an effort to raise student achievement. Citizens Crown Heights now implements Bridges for mathematics instruction and Full Option Science System ("FOSS") for science. The school has returned to implementing Teacher's College Reading and Writing Project because the program now offers a grade specific reading curriculum. School leaders, particularly board members, express concern in teachers' preparedness to rollout the new curricula and have since devoted most of the school's professional development offerings to implementing the curricular programs, particularly the ELA curriculum, with fidelity.
- School leaders developed yearlong scope and sequence documents and the first three unit plans during summer professional development. During the school year, teachers meet in grade teams to tailor curricular materials to meet individual student needs. Using these documents as guides, teachers know what to teach and when to teach it.

BENCHMARK CONCLUSIONS

- The school does not have an official system for selecting, reviewing and revising the curriculum. The executive director, with the regional team’s input and the board’s approval, selected new curricula due to dissatisfaction with students’ performance on previous state assessments. However, the school has not indicated intent to revise the curriculum in any way this year despite interim assessments projecting lower proficiency rates.

Pedagogy

Low-level instruction is evident in most Citizens Crown Heights classrooms. Teachers struggle to deliver lessons that maintain student engagement and focus on academic achievement. Most lessons lack instruction that develops higher order thinking and problem solving skills. As shown in the chart below, during the evaluation visit, Institute team members conducted 25 classroom observations using a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATIONS

		Grade				Total
		1	2	3	4	
Content Area	ELA	4	2	5	1	12
	Math		2	3	4	9
	Science		1		1	2
	Soc Stu	1				1
	Spanish				1	1
	Total	5	5	8	7	25

- A slight majority of teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum (15 out of 25 lessons observed). In those lessons, teachers present clear learning objectives, often with explicit connections to previous topics. However, in some lessons, teachers fail to identify clear learning objectives or include activities that are aligned to the stated objective. For example, in one classroom a teacher spent the majority of the observation responding to student’s clarifying questions about a sample problem that was confusing and only tangentially related to the lesson’s stated purpose.
- A minority of teachers regularly and effectively use checks for understanding (8 out of 25 lessons observed). In most classes, teachers rely solely on student volunteers or ineffectively monitored pair sharing and consequently fail to gauge understanding across the class. In one lesson, a teacher implemented a cold calling strategy but did not scaffold

BENCHMARK CONCLUSIONS

support when students failed to answer, ultimately allowing students to opt out of demonstrating their level of understanding. While some teachers circulate the room during small group activities, most fail to question student groups or adjust whole class instruction based on that monitoring. Teachers inconsistently included exit tickets and evaluations of student learning at the end of lessons.

- Lessons at Citizens Crown Heights rarely challenge students with questions or activities that develop depth of understanding and higher-order thinking and problem solving skills (3 out of 25 classrooms observed). Teachers do not push students to elaborate on their answers and only requiring factual recall, despite having clear opportunities to engage students in high level dialogue. In many cases, teachers fail to adequately scaffold their lessons, missing opportunities for students to engage in quality peer to peer interaction. For example, in one classroom where students were presented with a multi-step word problem, the teacher asked students to share strategies for solving the problem with a partner. However, with no additional instructions, examples of strategies, or expectations for how these types of discussions would run, the majority of students conducted low-level conversations.
- A minority of teachers establish classroom environments with a consistent focus on academic engagement (6 out of 25 classrooms observed). Teachers do not communicate a sense of urgency for learning or use effective techniques to maintain student engagement. During most small group activities, entire groups of students remain off task and disengaged with the material. While teachers in most rooms circulate to monitor group work, very few teachers effectively ensure that students who are not being actively monitored work on the assigned task. Teachers demonstrate very few effective strategies to focus students' attention on lesson activities. Consequently, students produce very little work during lessons. Further, teachers do not minimize transitions, often allotting substantial time between whole class instruction and group activities to begin.

Instructional Leadership

Citizens Crown Heights continues to develop its instructional leadership. Turnover has impeded the school's ability to provide teachers with adequate instructional support. During the fourth year of its initial charter term, the school employs its third principal overseen by the region's second executive director. While the school communicates a clear set of priorities, the instructional leadership has failed to address the substantial need for improvements in teaching and learning. The school lacks a sufficient coaching and professional development program to ensure that teachers receive the pedagogical support necessary to improve student outcomes.

- Citizens Crown Heights establishes clear schoolwide expectations for student learning that teachers have internalized, such as making grade level progress and achieving growth on the MAP assessment. Instructional leaders also successfully promote a focus on

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implementing the new literacy curriculum with fidelity. Teachers can articulate the clear student learning targets and criteria for successful implementation of balanced literacy and guided reading. However, teachers and leaders do not use these student learning goals to make sufficient pedagogical changes. Further, while leaders clearly communicate necessary components of the curriculum's lesson structure, they fail to define what quality instruction looks like.

- In addition to the principal, a director of operations (“DOO”), director of culture (“DOC”), director of student support services (“DOSS”), and two directors of instruction (“DOIs”) compose the leadership team. This structure should be adequate to support the development of the school's teaching staff. However, the school does not use this structure effectively to deliver the necessary instructional support that teachers need. Despite the dedicated DOO role, the principal's primary responsibilities remain operational; she does not provide coaching or teacher support. The departure of the 3rd and 4th grade DOI in January disrupted the capacity of the leadership team to provide satisfactory teacher support. As the position remained vacant until the end of April, these teachers received inconsistent coaching from regional leaders. While leaders report future plans to expand to three DOI positions, the school and region do not have clear contingencies for turnover that ensure teachers will be consistently supported.
- Instructional leaders provide inconsistent coaching and supervision. The two DOIs generally conduct biweekly classroom observations and provide in-person or electronic feedback to teachers. This coaching system lacks formal systems for escalating or de-escalating the frequency and intensity of coaching sessions based on teacher need. Consequently, not all teachers receive adequate coaching to ensure that they effectively meet student needs. Additionally, the school lacks a codified process to produce measureable instructional goals or formally follow up on previous coaching feedback. Beginning in February, coaches began to use common rubrics to evaluate the implementation of guided reading and balanced literacy lessons which are integral components of the literacy curriculum. As a result of the push for fidelity of literacy implementation, the majority of coaching sessions focused on components of successful lessons tied to this curriculum. Instructional coaches generally neglected to focus on quality of instruction and pedagogical competency in the majority of their coaching sessions.
- Citizens Crown Heights instructional leaders, with support from the regional team, deliver sustained professional development to the school's teaching staff with specific focus on implementation of the literacy curriculum. The school and region devote substantial resources to ensuring that teachers internalize the structure and associated strategies of the curriculum. For example, the school hired consultants from the commercial curricula to deliver professional development directly to teachers during summer pre-service. While

BENCHMARK CONCLUSIONS

this professional development relates directly to lesson planning and classroom practice, leaders fail to offer a comprehensive program that adequately builds the skills and competencies of all teachers. Notably, the professional development program does not include adequate opportunities to address content area skills or strategies for effective co-teaching and co-planning.

- Instructional leaders provide sufficient opportunities and guidance for teachers to plan lessons within their grade level. DOIs attend weekly grade team meetings during which teachers plan upcoming units, curricular modifications for struggling students, and weekly lesson overviews. Individual teachers have adequate time in their daily schedules to prep lessons and plan with their co-teachers. Teachers have some formal collaboration across grade levels during the weekly schoolwide professional development time which is structured to allow for collaboration on a rotating schedule.
- The school conducts teacher evaluations with clear criteria. However, this evaluation system does not produce concrete or actionable teacher goals. The principal and DOI conduct one formal mid-year evaluation that consists of a classroom observation and meeting with teacher to discuss strengths, weaknesses, and ostensible goals for the remainder of the year. Prior to the debrief, teachers complete and submit a written self-evaluation that serves to surface discrepancies. At the time of the evaluation visit in May, the school had not completed evaluations for all classroom teachers, demonstrating a lack of urgency around assessing the strength of the teaching staff. Teachers struggle to articulate goals produced from their evaluations. Further, teacher's goals are inconsistently measureable and insufficiently specific. The school lacks any meaningful accountability mechanism or follow-up process tied to the goals, strengths, and weaknesses identified by the evaluations.
- Citizens Crown Heights fails to hold teachers accountable for high quality instruction or student achievement. While the school has nominal student achievement goals, formal evaluations do not incorporate student achievement and the school lacks any system of consequences for failure to achieve targets. Despite evidence of low student performance and pervasive low-quality instruction, only one teacher was on a performance improvement plan ("PIP") at the time of the visit. Further, school leadership does not implement PIPs based on the quality of classroom instruction, but rather on criteria such as professionalism or fidelity of implementation of curriculum.

At-Risk Students

Citizens Crown Heights has an adequate system in place to address the needs of ELLs and students with disabilities. Despite the large number of students struggling academically, the targeted intervention program is limited to the lowest performing students, with classroom teachers generally not exercising intervention strategies on their own.

BENCHMARK CONCLUSIONS

- With the oversight and coordination by its student support team (“SST”), Citizens Crown Heights has clear, formal procedures for identifying ELLs, selecting students for special education referral and targeting students for academic intervention. The SST follows a formal process in which classroom teachers can refer a student for pull out intervention based on procedures set forth in the student success team handbook. In addition to teachers’ anecdotal information, the SST as part of the identification process also reviews individual running reading records, F&P reading levels, MAP and mathematics assessment data.
- Citizens Crown Heights has a compliant intervention program to serve identified at-risk students. Three special education teachers and the English as a second language teacher (“ESL”) – all members of the SST – provide support in ELA and mathematics to 73 students who are struggling academically, are ELLs or are mandated to receive special education teacher support services (“SETSS”). The interventionists serve all three categories of students in groups pulled out from classrooms based on ELA and math proficiency. As evidenced by classroom observations and student performance on state exams, these interventions are insufficient to meet the academic needs of the school’s at-risk population.
- In addition to the pull-out interventions, students with disabilities receive mandated service through an integrated co-teaching (“ICT”) program. Three ICT special education teachers serve as classroom co-teachers in various grades. The special education coordinator maintains Individualized Education Program (“IEP”) records and the schoolwide SST student assessment data tracker.
- The ESL teacher provides pull-out services to three students based on the New York State Identification Test for English Language Learners (“NYSITELL”). She consults with the ELLs’ respective classroom teachers about the students’ progress in language acquisition skills.
- Few Citizens Crown Heights classroom teachers utilize strategies to support students who are struggling academically. Teachers typically refer students to the SST, rather than providing these students with differentiated individual or small group instruction in the classroom. While teachers have an opportunity to provide such interventions during daily guided reading instruction in which they place students in small groups based on reading level, there is little evidence that the teachers provide differentiated instruction to systematically target skill deficiencies. While general education teachers are expected to deliver tier 1 interventions, their implementation is ineffective due to the lack of professional development.
- The SST regularly monitors student progress. At weekly meetings, the team follows formal procedures for tracking intervention plans (including results of behavior management strategies and parental interactions), as well as reviewing the interventionists’ ad hoc concerns about student progress. The team members are fully aware of students’ progress

BENCHMARK CONCLUSIONS

toward meeting IEP goals as well as their progress on the F&P reading levels. In contrast, classroom teachers are generally unaware of their students' progress toward meeting the IEP goals and do not make realistic judgments about the trajectory of those students' progress.

- Citizens Crown Heights provides adequate training on procedures for identifying at-risk students, but provides little professional development on enabling general education teachers to meet at-risk student needs. Consequently, teachers struggle to maintain engagement and a focus on academic achievement for all students during their lessons.
- Citizens Crown Heights provides some opportunities at grade-level meetings for coordination between classroom teachers and at-risk program staff. While the agendas for many recent grade-level meetings allocate only limited time for structured interaction between classroom teachers and the interventionists, the interventionists provide feedback on student assessment results through informal one-on-one discussions and email messages. Teachers and interventionists rarely collaborate on specific pedagogical strategies and skills. The interventionists rely on commercial materials, the F&P Leveled Literacy Intervention System, and the Bridges math progress intervention protocols in lieu of active collaboration with classroom teachers.

Organizational Capacity

The school organization continues to develop its capacity to support the delivery of the educational program.

- Citizens Crown Heights establishes an administrative structure with staff, operational systems, policies and procedures that should allow the school to deliver its program. However, the school's structure is insufficient to ensure that teachers receive adequate instructional support. While the school employs a DOO and operational associates, the principal has substantial operational responsibilities and does not directly support teachers. As such, the two DOIs provide virtually all coaching to teachers. After one DOI left in January, the school did not have the capacity to quickly fill the position and teachers only received inconsistent support from regional staff that ostensibly covered coaching responsibilities. The policies and procedures around teacher support are inadequate to mitigate leadership turnover or to meet the increased coaching needs of the teaching staff.
- The school's organizational structure establishes generally clear lines of accountability, with roles that are mostly clearly defined. Teachers know who to go to for what support and have a good understanding of the accountability structure. However, the school has yet to codify expectations around the responsibilities and evaluation of associate teachers.
- The school has a clear student discipline system in place at the administrative level. Teachers know the procedures for getting targeted support from the school's two

BENCHMARK CONCLUSIONS

behavior interventionists and employ a variety of techniques across classrooms such as a thinking chair for students to de-escalate behaviors. Although leaders and teachers can articulate common routines and systems, the visit team observed considerable variation in the effectiveness of teachers' implementation of these strategies.

- Instructional leaders acknowledge that the retention of quality teaching staff is an area of growth. With only three teachers leaving over the summer and two during the 2016-17 school year, the school does not exhibit substantial turnover. However, the instructional leadership team does not make strategic decisions informed by student outcomes to ensure that current teachers are equipped to deliver high quality instruction. As such, the quality of retained staff as it relates to student achievement is unclear. The school lacks strong incentives or a clear vision for attracting stronger talent or growing the capacity of current teachers. Citizens Crown Heights has yet to develop formal leadership opportunities for teaching staff.
- Citizens Crown Heights maintains adequate student enrollment. At the time of the visit, the school enrolled 334 students and reports a waitlist of 188 students. The school's DOO works with the regional associate executive director of operations to monitor progress toward meeting enrollment and targets for special education students, ELLs, and students who qualify for free and reduced price lunch ("FRPL"). However, the school is not meeting its enrollment targets for any of the at-risk subgroups, falling particularly short for students who are FRPL eligible and ELLs. Although the school continues to struggle to meet its targets, the school has escalated its recruitment efforts since the Institute's initial evaluation visit. For example, the school translated recruitment materials into multiple languages, increased the frequency of advertisements in diverse publications, and increased the amount of detail about at-risk program offerings into recruitment materials.
- While the school monitors and evaluates the school's program to make some necessary changes, these efforts are reactive and lack urgency. In response to poor academic outcome data, leaders allocated substantial time and resources to major curriculum changes and increased the culture support staff. However, the school does not have strong enough procedures in place to continuously analyze the effectiveness of changes and make timely adjustments. As such, despite alarming interim student data, the school did not make sufficient programmatic changes during the 2016-17 school year.

Board Oversight

Citizens Crown Heights's board identifies clear priorities for the school but does not act with urgency to implement changes necessary for the school to meet its Accountability Plan goals.

- Board members possess skills in a variety of fields including finance, public affairs, and K-12 education. The board is reflective on areas of growth; it has established committees

BENCHMARK CONCLUSIONS

and procedures to grow the experience of the board and strategically delegate capacity. The board continues to seek additional members, including a parent member and members with educational expertise.

- The school's board establishes clear priorities and goals but struggles to measure progress toward meeting these goals. The board identifies the creation of a formal strategic plan and codification of a talent recruitment plan to be major priorities. However, the board does not articulate clear benchmarks for tracking progress on these priorities. Additionally, while the board and region established some concrete student achievement targets, the rationale and usefulness of these targets remains unclear. Board members do not have any accountability mechanism aligned to these goals.
- The board requests sufficient information that should enable rigorous oversight of the school's programs. On a monthly basis, the regional executive director reports to the board on ongoing priorities and provides school discipline, attendance, and attrition data. Three times a year, the board receives a trimester report on student academic performance towards goals on school-wide assessments. Additionally, the school performance committee meets monthly with the regional leadership to identify trends from the trimester reports and synthesizes those findings for the larger board. Despite these processes, board members do not sufficiently articulate specific areas of concern that apply to Citizens Crown Heights, rather than the entire education corporation.
- The board lacks sufficient urgency to make changes necessary to achieve the goals in the school's Accountability Plan. Although internal data predict poor performance against the school's goals, the board cannot point to concrete decisions made in response to these data. The board is slow to act with regard to changes that would affect student performance. For example, the board only established the school performance committee late in its fourth year of operation. Additionally, while it is commendable that the board recognized the need for additional support from the national network, members did not initiate a request until two months prior to the Institute's evaluation visit.
- The board is thoughtful and deliberate in evaluating itself and the regional leadership. The board has a clear and comprehensive system to evaluate the regional executive director. After setting goals in the summer, the board provides a formal written evaluation in January and an end of year evaluation that compiles data from all stakeholders in the school. In order to evaluate itself, the board conducts a self-evaluation in the fall that informs a retreat. Additionally, the board collaborates with an external consultant to provide evaluation and feedback. The board does not directly evaluate school-level leadership, but discusses the progress of leaders with the regional executive director.

Appendix A

School Overview



APPENDIX A: SCHOOL OVERVIEW

Mission Statement

The mission of Citizens of the World Crown Heights is to provide our diverse community of students with an intellectually challenging learning experience. As a collective community we create an environment that fosters the academic and social growth of each individual student. Together, we inspire our students to discover and refine their individual voices, empowering each student to become a true citizen of the world.

Board of Trustees⁶

Board Member Name	Position	Board Member Name	Position
Matt Scott	Chair	Erik Wilson	Trustee
Evan C. McLaughlin	Treasurer	Mary Mason Boaz	Trustee
Deshaun Mars	Trustee	Theodore Straub	Trustee
Cahla Ball	Trustee		

School Characteristics

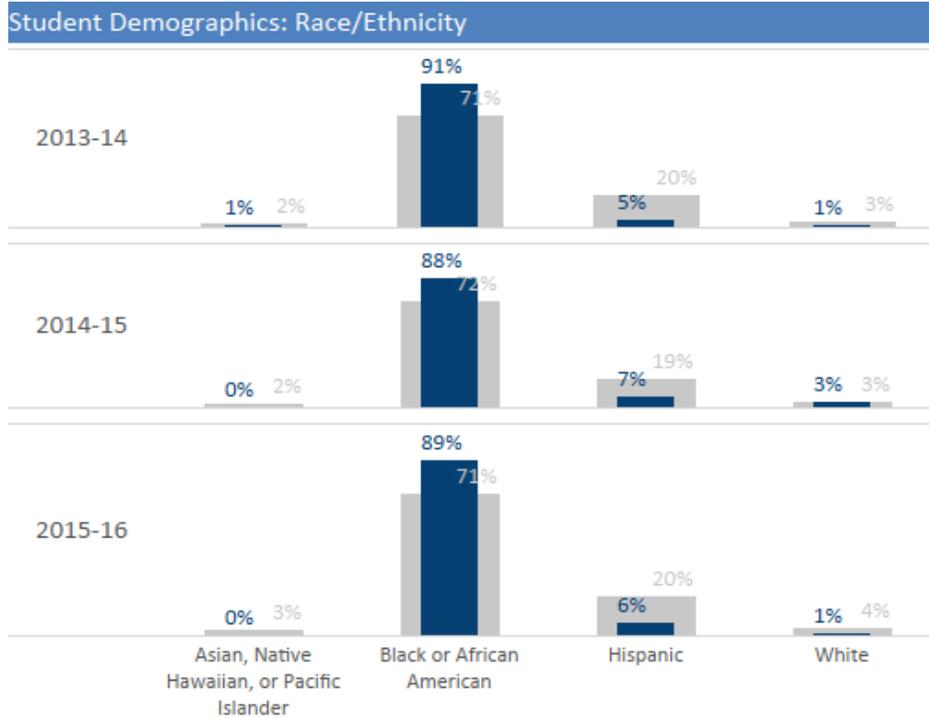
School Year	Chartered Enrollment	Actual Enrollment ⁷	Proposed Grades	Actual Grades
2013-14	126	126	K-1	K-1
2014-15	189	200	K-2	K-2
2015-16	252	277	K-3	K-3
2016-17	315	334	K-4	K-4

Key Design Elements	Evident?
▪ Academic Excellence;	-
▪ Diversity;	+
▪ Community; and,	+
▪ Talent & Leadership.	-

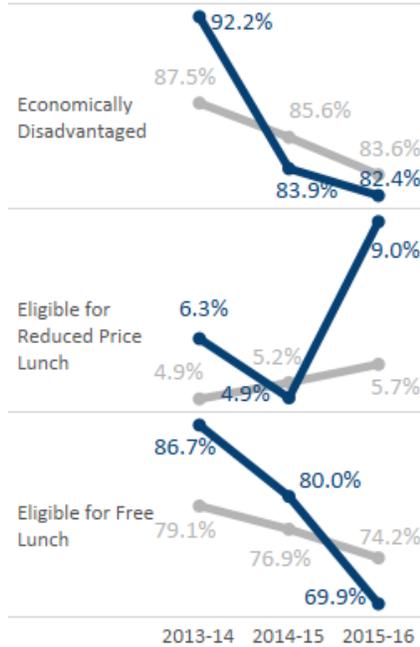
⁶ Source: The Institute's board records at the time of the visit.

⁷ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

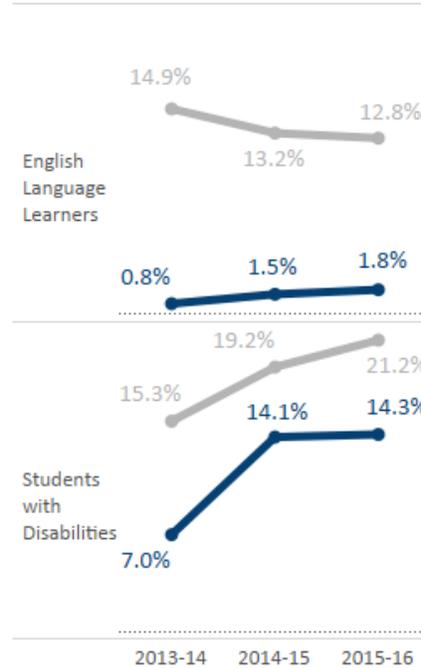


Student Demographics: Free/Reduced Lunch



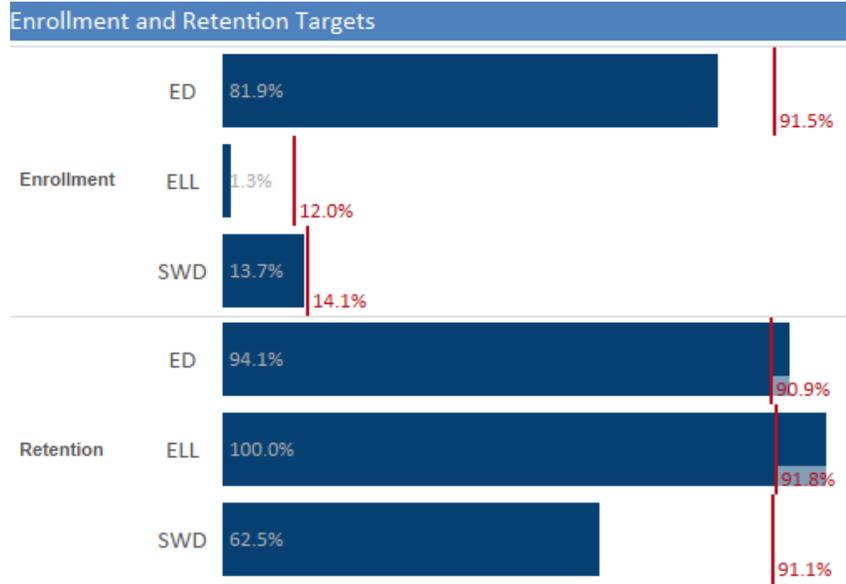
The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced Price lunch among other qualifying income assistance programs.

Student Demographics: Special Populations



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

APPENDIX A: SCHOOL OVERVIEW



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

APPENDIX A: SCHOOL OVERVIEW

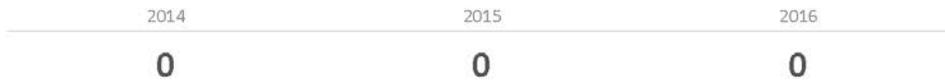
School Discipline

Suspensions: Citizens of the World Charter School New York-Crown Heights' **out of school suspension rate, in school suspension rate, and the district overall suspension rate.**



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

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



APPENDIX A: SCHOOL OVERVIEW

School Leaders

School Year(s)	Name(s) and Title(s)
2013-14	Martine King, Principal
2014-15 to 2015-16	Liz Rawlins (Runco), Principal
2015-16 to Present	Andrea Dozier, Principal

School Visit History

School Year	Visit Type	Date
2013-14	First Year	March 20, 2014
2015-16	Evaluation	May 24, 2016
2016-17	Evaluation	May 15-16, 2017

Conduct of the Visit

Date(s) of Visit	Evaluation Team Member	Title
May 15-16, 2017	Chastity McFarlan, PhD	School Evaluation Analyst
	Sinnjinn Bucknell	Senior Performance and Systems Analyst
	Ron Miller, PhD	External Consultant

Charter Cycle Context

Charter Term	4 th Year of Five-Year Charter Term
Accountability Period ⁸	4 th Year of Four-Year Accountability Period
Anticipated Renewal Visit	Fall 2017

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

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Appendix B
SUNY Renewal Benchmarks



State University of New York Charter Renewal Benchmarks

Version 5.0, April 2012

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.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

- 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 • the school regularly communicates to parents/guardians about their

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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>	<p>students' progress and growth.</p> <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 Benchmark 1E</p>	<p>The school has strong instructional leadership.</p>

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
Instructional Leadership	<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.
SUNY Renewal Benchmark 1F At-Risk Students	<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

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	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>
SUNY Renewal Benchmark 2A	The school is faithful to its mission and has implemented the key design elements included in its charter.
Mission & Key Design Elements	<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.
SUNY Renewal Benchmark 2B	Parents/guardians and students are satisfied with the school.
Parents & Students	<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.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<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 meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and • the school regularly monitors and evaluates the school’s programs and makes changes if necessary.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	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;

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion; • the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members; • the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; • the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter; • the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner; • the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion; • the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and • the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.
SUNY Renewal Benchmark 2F	<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>

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
Legal Requirements	<ul style="list-style-type: none"> • the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law; • the school substantially complies with the terms of its charter and applicable laws, rules and regulations; • the school abides by the terms of its monitoring plan; • the school implements effective systems and controls to ensure that it meets legal and charter requirements; • the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and • the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p style="text-align: center;">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 style="text-align: center;">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;

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	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.
SUNY Renewal Benchmark 3C Financial Reporting	<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

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p style="text-align: center;">SUNY Renewal Benchmark 3D</p> <p style="text-align: center;">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.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	<p style="text-align: center;">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?</p>
<p style="text-align: center;"><u>Evidence Category</u></p>	<p style="text-align: center;"><u>SUNY Renewal Benchmarks</u></p>
<p style="text-align: center;">SUNY Renewal Benchmark 4A</p> <p style="text-align: center;">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 style="text-align: center;">SUNY Renewal Benchmark 4B</p> <p style="text-align: center;">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 Benchmarks at the new grade levels; and

	<p style="text-align: center;">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?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4C</p> <p>Plans for Board Oversight and Governance</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>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.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

	<p align="center">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?</p>
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p align="center">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.