



2015-16 School Evaluation Report

KING CENTER CHARTER SCHOOL

Visit Date: April 27, 2016

Report Date: July 25, 2016

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 27, 2016. 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 | January 25, 2000 |
| Date of School Opening | August 7, 2000 |

Location and 2015-16 Enrollment

| Address | District | Facility | Chartered Enrollment | Grades |
|--|----------|----------|----------------------|--------|
| 156 Newburgh Avenue Buffalo, NY 14211 | Buffalo | Private | 384 | K-8 |

ACADEMIC PERFORMANCE

2014-15 SCHOOL PERFORMANCE REVIEW

During 2014-15, the third year of its five-year Accountability Period¹, King Center Charter School (“King Center”) met its English language arts (“ELA”), science, and No Child Left Behind (“NCLB”) goals. The school did not meet its key Accountability Plan goal in mathematics, as it has failed to do throughout the current Accountability Period.

ELA

King Center met its ELA goal during 2014-15 after coming close to meeting it in 2013-14. The school’s students enrolled for at least two years outperformed the Buffalo City School District (the “district”) by six percentage points on the state’s ELA exam. King Center also performed higher than expected to a meaningful degree compared to demographically similar schools across the state. The school met its ELA growth measure with a mean growth percentile of 52, exceeding the target of the statewide median. Notwithstanding the school’s commendable overall performance in ELA, it is notable that no 6th graders scored at or above proficiency in either 2013-14 or 2014-15.

Mathematics

King Center failed to meet its mathematics goal in 2014-15. Although the school marginally outperformed the district, it performed lower than expected in comparison to schools across the state with similar proportions of economically disadvantaged students, as it has throughout the current Accountability Period. The school’s mathematics achievement did not grow at a rate sufficient to catch students up to proficiency for the second year in a row, posting an average growth percentile seven points below the target of the state median.

Science

King Center met its science goal in 2014-15 with 89 percent of the school’s 4th and 8th graders enrolled in at least their second year scoring at or above proficiency. The school exceeded the district proficiency rate by 43 percentage points.

NCLB

King Center met its NCLB goal and is in good standing. The school was not identified on the state’s priority or focus school list for 2014-15.

| 2012-13 | 2013-14 | 2014-15 |
|---------|---------|---------|
|---------|---------|---------|

¹ 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.

ACADEMIC PERFORMANCE

| | | | | |
|---|---------------------------------------|------|------|------|
| Enrollment (N) Receiving Mandated Academic Services | | (39) | (42) | (47) |
| Results | Tested on State Exams (N) | (19) | (26) | (30) |
| | School Percent Proficient on ELA Exam | 5.3 | 11.5 | 10.0 |
| | Percent Proficient Statewide | 5.0 | 5.2 | 5.8 |

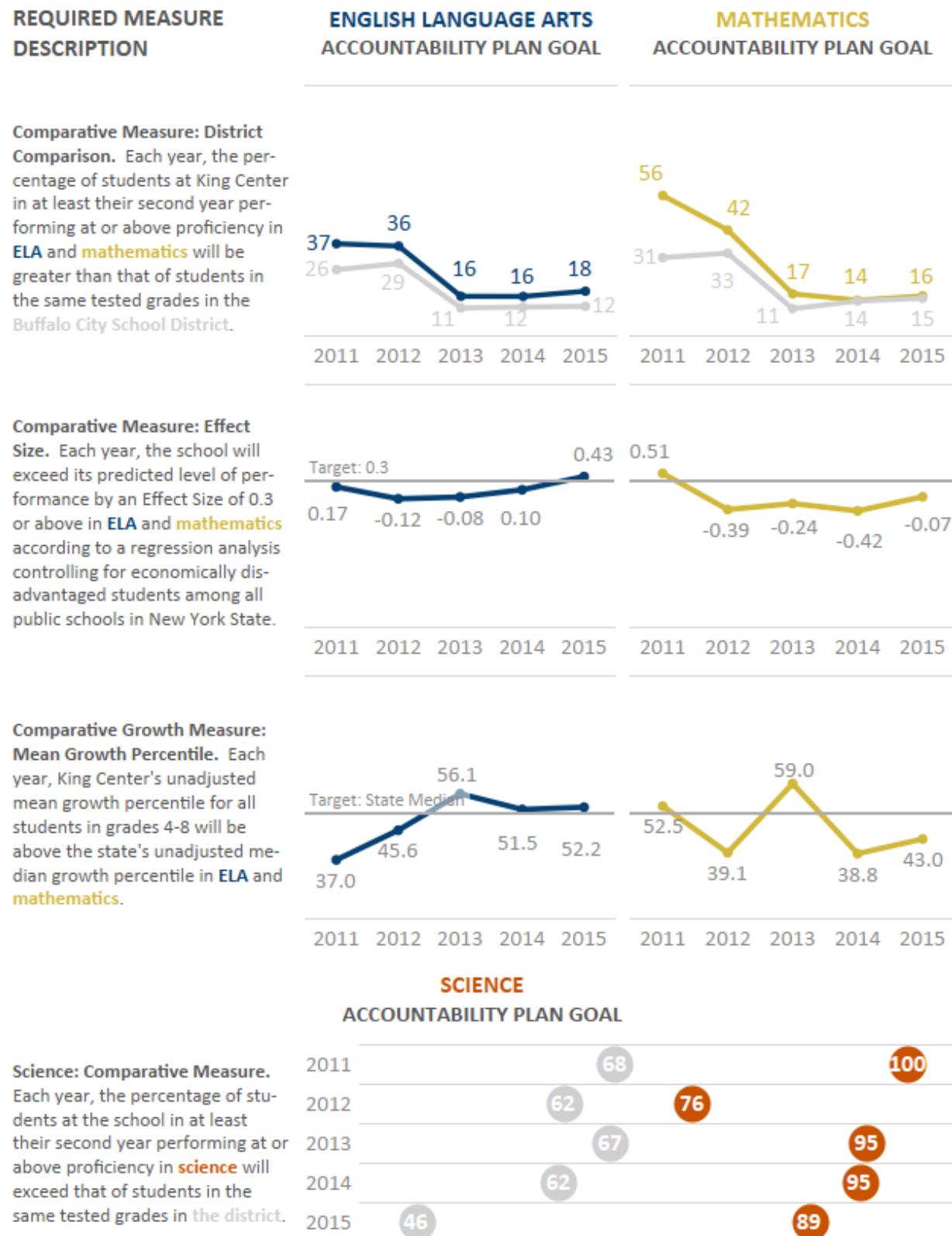
| | | 2012-13 | 2013-14 | 2014-15 |
|---------|---|---------|---------|---------|
| Results | ELL Enrollment (N) | (0) | (6) | (10) |
| | Tested on NYSESLAT ² Exam (N) | (0) | (6) | (10) |
| | School Percent 'Commanding' or Making Progress ³ on NYSESLAT | N/A | 0.0 | 10.0 |

² New York State English as a Second Language Achievement Test, a standardized state exam.

³ Defined as moving up at least one level of proficiency. As of 2014-15, student scores can 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

King Center Charter School



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

The school has an assessment system that should allow it to improve instructional effectiveness and student learning.

- Teachers administer weekly, biweekly and unit benchmark assessments from the school's curricula. In addition to these assessments, King Center also administers the Fountas & Pinnell ("F&P") assessment three times a year to gauge student literacy growth and the NWEA Measures of Academic Progress ("MAP") assessment three times a year, which it uses to track student growth in ELA and mathematics.
- Leaders are thoughtful about norming assessment scoring. Teachers use set rubrics from the school's curricula to score assessments. Teachers sometimes score benchmark assessments in groups during professional development sessions.
- Teachers upload data into the school's online portal, a tool that efficiently makes data available to leaders and other support staff who serve students. Other members of the school's staff pull MAP and F&P data to share with teachers, and instructional leaders hold monthly meetings with education committee of the board of trustees (the "board") to update them on assessment data.
- King Center holds regular data meetings, which are effective for reviewing and analyzing student performance on assessments. Leaders expect teachers to use this data to inform the skills they will incorporate into the next unit for review, as well as to inform student guided reading groups and to identify those students that may need additional interventions.
- As part of teacher evaluations, student assessment data counts for 40 out of 100 points on the evaluation rubric. Twenty of those points count for student growth and the other for student mastery on state tests or the MAP assessment in grades where students do not

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

take state tests. This system allows leaders to appropriately factor in student outcomes to a teacher's comprehensive evaluation. As the evaluation process takes place throughout the year, leaders can also use this information to inform teacher support and feedback in data meetings.

- King Center communicates students' growth to parents/guardians through biweekly progress reports, as well as through reports cards and parent-teacher conferences at the end of each trimester.

Curriculum

King Center's curriculum supports teachers in their instructional planning but has not led to strong academic outcomes as noted above.

- The school uses Pearson Scott Foresman materials as the framework for its Kindergarten through 8th grade ELA program, as well as its Kindergarten through 5th grade math program. The school uses Pearson's Course 1, 2 and 3 programs for its 6th through 8th grade math courses. These materials provide a fixed, underlying curricular structure aligned to state standards across grades.
- The director and assistant director of curriculum and instruction create learning objective guide binders for each teacher, which include scope and sequence documents, pacing guides and assignments or texts to support each unit of study. As the school is also infusing portions of Engage NY modules into 4th and 5th grade math materials, instructional leaders support teachers in incorporating these materials, and any other supplementary materials teachers plan to use, into their lessons. From these materials, teachers know what to teach and when to teach it, and create lesson plans to support daily instruction.

Pedagogy

Purposeful and deliberate instruction is evident across classrooms. King Center teachers employ strong questioning and management techniques to promote student learning. However, teachers do not engage students in activities with sufficient rigor or that develop higher-order thinking skills. The school's assessment outcomes are likely linked to this challenge.

As shown in the chart below, during the visit, Institute team members conducted nine classroom observations following a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATIONS

| | nt en t ar | ELA | Grade | | | | | | | | Total | |
|--|---------------------|-----|-------|---|---|---|---|---|---|---|-------|---|
| | | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | | | | 1 | | | | 1 | | | 2 |

BENCHMARK CONCLUSIONS

| | | | | | | |
|--------------|---|---|---|---|---|---|
| Math | 1 | 1 | 2 | 1 | | 5 |
| Writing | | 1 | | | 1 | 2 |
| Total | 1 | 1 | 2 | 2 | 1 | 2 |
| | | | | | | 9 |

- Teachers deliver lessons with clear objectives aligned to the school's curriculum (8 out of 9 lessons observed). Lessons build on students' prior knowledge. Teachers deliver content clearly using age-appropriate language. Most lessons also have a purposeful progression of activities that connect to objectives.
- Most teachers effectively use techniques to check for student understanding (7 out of 9 lessons observed). Teachers frequently employ whole group questioning strategies and conduct one-on-one conferencing with rapid, targeted questions that elucidate student misconceptions. Teachers generally avoid feeding answers to students, instead narrowing their questions if students exhibit confusion. In one math classroom, after a student gave a response that accurately described a graph but was irrelevant to the specific question, the teacher challenged the student to further identify characteristics of a linear equation relevant to the lesson.
- Teachers do not challenge students with questions and activities that develop depth of understanding and higher-order thinking skills (1 out of 9 lessons observed). Lessons are largely teacher-driven, without built-in opportunities for students to independently engage with content. There are frequent missed opportunities to challenge students to expand on answers or grapple with difficult material independently. Additionally, teachers do not incorporate connections to real life or peer-to-peer activities in their lessons. In one rare exception, a teacher required students to put answers in their own words and back up statements with multiple pieces of evidence. However, most teachers do not demand sufficient textual evidence from students.
- Teachers establish and maintain classroom environments with a consistent focus on academic achievement (8 out of 9 classrooms observed). In the majority of classrooms, teachers strategically employ technology to maintain student engagement and provide a variety of activities simultaneously yet these activities are also not resulting in students gaining the skills and knowledge necessary to demonstrate clear academic success as compared to their city and statewide peers. In classrooms with multiple adults, teachers rely on assistants to address low-level misbehaviors while they focus on the delivery of instruction. Most teachers employ a variety of strategies such as invoking an incentive system or commanding exemplar students to quickly and effectively redirect student misbehaviors.

Instructional Leadership

King Center's instructional leadership team communicates high expectations, provides substantive professional development, and executes systematic observations. However, leaders do not

BENCHMARK CONCLUSIONS

maximize opportunities to provide sustained coaching and lack adequate urgency for improving instruction to meet all of the school's academic Accountability Plan goals.

- The school's leadership team, consisting of the principal, assistant principal, director of curriculum and instruction, and dean of students, establishes and communicates clear and rigorous expectations for teachers with regard to instruction and student achievement. Notwithstanding clear expectations, leaders fail to take urgent and necessary action to ensure that teachers meet the school's stated high standards.
- Instructional leaders regularly conduct teacher observations and evaluations with clear criteria. Each instructional leader has a cohort of five to six teachers whom they monitor during monthly informal observations, in addition to ad hoc sessions requested by teachers. Leaders also conduct two formal observations as a group for each teacher over the school year. The leadership team debriefs each formal observation to surface discrepancies and further norm their practices. Teacher evaluations include a comparative student achievement measure and a growth measure. Instructional leaders also conduct monthly data checks with specific criteria in which they monitor things such as data posted in teachers' rooms, data-driven re-teaching built into lesson plans, and evidence in teachers' binders that demonstrate they are tracking student achievement. While these observation and evaluation protocols are clear and frequently implemented, they are ineffective at improving instruction to sufficiently raise student achievement.
- Despite the clear processes and criteria for teacher observations and evaluations, King Center does not hold teachers accountable for student achievement. The school lacks meaningful consequential accountability for teachers based on student achievement. While practices such as data checks have clear criteria, they are not meaningfully tied to student outcomes. The school lacks an official rubric for performance improvement plans and does not tie the plans directly to student performance.
- While the school has a clear process of observations and evaluations, leaders do not systematically or consistently implement coaching. Given the school's performance against all of its Accountability Plan goals, leaders do not sufficiently push teachers to improve instruction. Leaders are responsive to teacher requests for meetings and informal observations, but the onus is on teaching staff to initiate coaching. Leaders only meet with teachers on an ad hoc basis and do not possess a system to monitor the progress of coaching. This structural deficit is particularly concerning given the school's capacity to implement a systematic observation protocol. Instructional leaders have a clear opportunity to leverage the qualitative data collected through the observation system.
- Although the school provides teachers with scheduled planning time during summer professional development, the school does not schedule adequate time for grade level or content teams to plan collaboratively during the school year. The school accommodates

BENCHMARK CONCLUSIONS

cohort planning time during some weekly professional development sessions, but teachers rely mainly on informal opportunities to collaborate during the school day.

- King Center implements a school-wide professional development program informed by student data trends and directly related to classroom practice. The school dedicates one hour weekly after school for professional development. Though teachers report that this frequency and the content are sufficient to meet their needs without overburdening their schedules, they do not discuss the need to strengthen links between instruction and the student outcomes the school produces. While the school's professional development schedule includes practical overviews of the schools policies and procedures, it devotes the majority of its calendar to writing and math instruction, both areas of academic concern identified by leaders through student performance data.

At-Risk Students

King Center has systems in place to address the needs of at-risk students.

- King Center uses clear procedures for identifying at-risk students including students with disabilities, English language learners ("ELLs") and students struggling academically. For students struggling academically that do not already have Individualized Education Programs ("IEPs") in place, the school's director of curriculum and instruction, as part of the school's intervention team, uses the MAP, F&P, benchmark and state assessments to determine if a student is in need of intervention supports. Classroom teachers make referrals for students that may need extra supports by presenting student cases at student intervention team meetings. The school administers the Home Language Identification Survey and the New York State Identification Test for English Language Learners to identify ELLs.
- The school has effective intervention programs in place to meet the needs of at-risk students. King Center's director of exceptional education and special education teachers serve its 21 students with disabilities through resource room and push-in services. Students struggling academically receive push-in or pull-out supports by the school's six full-time reading specialists and/or three full and part-time math specialists. The number of staff and services they provide are more than adequate to support the 142 students across grades receiving additional reading supports and the 73 students receiving additional math supports.
- The school's English as a new language ("ENL") teacher, who is Teaching English to Speakers of Other Languages ("TESOL") certified, provides push-in or pull-out services to the school's 16 ELLs. Although she only meets with teachers informally, she has access to lesson plans and curriculum materials through the school's online platform, which is sufficient in allowing her the ability to support these students. Aside from classroom

BENCHMARK CONCLUSIONS

benchmark assessments, the ENL teacher also uses curriculum and other assessments she creates to monitor student progress.

- General education teachers and members of the intervention team track the progress of students struggling academically using the school's online portal. The portal houses each student's specific intervention plan, accompanying goals, and student progress toward meeting their goals. The director of exceptional education and special education teachers track the progress of students with disabilities based on IEP mandates. Each student's IEP dictates individualized progress monitoring that the student should receive. Reading and math specialists track the progress of students receiving these interventions and provide reports that keep general education teachers up-to-date on student progress as appropriate.
- At the beginning of the school year the director of exceptional education reviews student IEPs with all staff that will take part in serving that particular student. King Center students' IEPs also mandate general education and special education teachers to meet regularly, once a week and sometimes through additional daily correspondence, to discuss student progress toward meeting IEP goals or to discuss modification for instruction. These mandated meeting times are adequate to provide staff with the appropriate information to support students.
- The school provides adequate training and professional development to identify and support at-risk students. Apart from weekly whole-staff professional development activities that infuse differentiation techniques to support student needs, the director of exceptional education holds bi-weekly meetings with special education staff to share best practices and to turnkey information from external professional development activities.

Organizational Capacity

King Center has in place an organizational structure that should sufficiently support a stronger academic program.

- King Center establishes an administrative structure with staff, operational systems, policies and procedures that should be sufficient to allow the instructional leadership team to focus on the delivery of the academic program, yet student performance comparative to their citywide and statewide peers continues to decline. The school has distinct lines of accountability, which teachers and leaders can articulate clearly.
- The school's dean of students oversees a student discipline system that supports teachers in behavior management and the delivery of academic content. The school clearly delineates between infractions that require assistance from administrators and those that teachers are responsible for managing. Teachers exercise some autonomy to implement their own management strategies, hold after-school detention, and distribute incentives to students. The dean of students and leadership team monitor the implementation and

BENCHMARK CONCLUSIONS

efficacy of teachers' management strategies during observations. The school supplements these strategies by implementing Classroom Dojo consistently across grades 3 through 8. The dean of students tracks disciplinary actions on the school's student information system, allowing leaders to surface trends and conduct targeted informal observations.

- King Center retains its instructional staff but lacks a sufficient process to ensure that those teachers who remain at the school are of high quality. In the 2015-16 school year, one teacher chose not to return from the previous year and the school chose not to rehire one teacher. Despite the lack of a formal career ladder and dearth of opportunities for teachers to take on greater responsibility, only four teachers have chosen to leave the school over the current charter term.
- The school provides substantial technological support for teachers and students, including laptops and SMART Boards, to use in classrooms. During classroom observations, the visit team observed most teachers seamlessly integrating technology into their lessons, which positively impacted student engagement.
- King Center does not systematically monitor its progress towards its enrollment and retention targets for students with disabilities, ELLs, and students who qualify for free and reduced priced lunch. Notwithstanding this lack of institutional monitoring, the school documents recruitment efforts for students in those target populations. The school has an outreach staff member who cultivates family advocates to promote the school to other families with students who are in a special population. Additionally, the school has built and acted on partnerships with community organizations such as Jericho Road that work directly with non-native English speakers in the refugee community.
- While the school has no formal process for evaluating its programs comprehensively, the principal is responsive to teacher feedback and works to make some necessary changes. The instructional leadership team formally and informally gathers information from the teaching staff, sometimes requiring teachers to complete exit slips or surveys at professional development meetings to identify areas of concern. For example, teachers advocated for support during dismissal time at the beginning of the school year. As a result, the principal collaborated with teachers to develop a formal dismissal practice plan.

Board Oversight

King Center's board does not articulate concrete, actionable priorities to support the school in meeting its Accountability Plan goals.

- Trustees on the King Center board utilize a variety of skills in finance, education, and facilities management. After completing a gap analysis earlier in the charter term, the board decided to onboard new members with educational expertise. Despite efforts to focus on improving educational outcomes, the board's committees remain overly

BENCHMARK CONCLUSIONS

compartmentalized as evidenced by the facilities committee's insufficient involvement in the evaluation of the educational program.

- The board receives an adequate amount of student data in its dashboard including attendance, behavior, course mastery, and high school placement. The school's principal also provides monthly reports about qualitative and quantitative progress at the school. As a consequence of its data analysis, the board identified writing as an area where the school should deploy additional professional development resources. However, the board does not indicate that it has made sufficient plans regarding King Center's mathematics program despite the school having not yet met its Accountability Plan goal during the current Accountability Period.
- Although board members command sufficient knowledge of the leading indicator data they receive in their dashboard, they do not have a strategic plan to reconcile the disparity between those data and the school's inadequate outcomes on state exams. Despite the apparent lack of predictive power of the board's dashboard metrics, they have not identified other academic measures to track. Additionally, the board focuses on performance comparisons to local schools and lacks sufficient urgency to improve the absolute performance of students.
- The board lacks an adequate strategic plan for improving the educational program. While trustees demonstrate strong understanding of the school's Accountability Plan goals, they have yet to translate that understanding into concrete plans or programmatic changes. In contrast, the board is very thoughtful about facilities planning and regards the recent acquisition of the school's current building to be a key accomplishment. The board reports that the new facility, which has access to amenities such as a gym and auditorium space, is integral to the improvement of the school's education program. It is unclear what impact, if any, this change will have on student performance.
- At the time of the Institute's visit, the trustees had yet to evaluate formally the school's principal since 2013. Additionally, the board does not have a formal process for self-evaluation. New members complete online training in order to ensure they have sufficient understanding of trustee responsibilities. However, the only ongoing professional development and training for trustees is informal.

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Appendix A

School Overview

APPENDIX A: SCHOOL OVERVIEW

Mission Statement

The King Center Charter School partners with parents and the community to emphasize post-secondary preparation and planning for all of its students beginning at the earliest ages. The school seeks to create a caring, student-centered culture of high expectations for personal and academic excellence and accountability supported by evidence-based curriculum taught and supported by a deeply committed and highly qualified staff.

Board of Trustees⁶

| Board Member Name | Position | Board Member Name | Position |
|--------------------------|-----------------|--------------------------|-----------------|
| Catherine T. Wettlaufer | Chair | Steven Biltekoff | Trustee |
| Michelle Martin | Vice Chair | Keith Frome | Trustee |
| Carl Morgan | Treasurer | Dr. Julie Henry | Trustee |
| Brooke Anderson Tompkins | Secretary | Susan Koch | Parent Rep |
| Timothy Kupinski | Trustee | Denise Stevens | Parent Rep |
| Olga Karman | Trustee | Toddie Rodgers | Parent Rep |
| Scott Saperston | Trustee | | |

School Characteristics

| School Year | Chartered Enrollment | Actual Enrollment⁷ | Proposed Grades | Actual Grades |
|--------------------|-----------------------------|--------------------------------------|------------------------|----------------------|
| 2000-01 | 80 | 80 | K-3 | K-3 |
| 2001-02 | 100 | 101 | K-3 | K-4 |
| 2002-03 | 100 | 100 | K-3 | K-4 |
| 2003-04 | 100 | 100 | K-3 | K-4 |
| 2004-05 | 100 | 105 | K-3 | K-4 |
| 2005-06 | 105 | 105 | K-4 | K-4 |
| 2006-07 | 105 | 104 | K-4 | K-4 |
| 2007-08 | 105 | 101 | K-4 | K-4 |
| 2008-09 | 105 | 105 | K-4 | K-4 |
| 2009-10 | 132 | 131 | K-4 | K-4 |

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

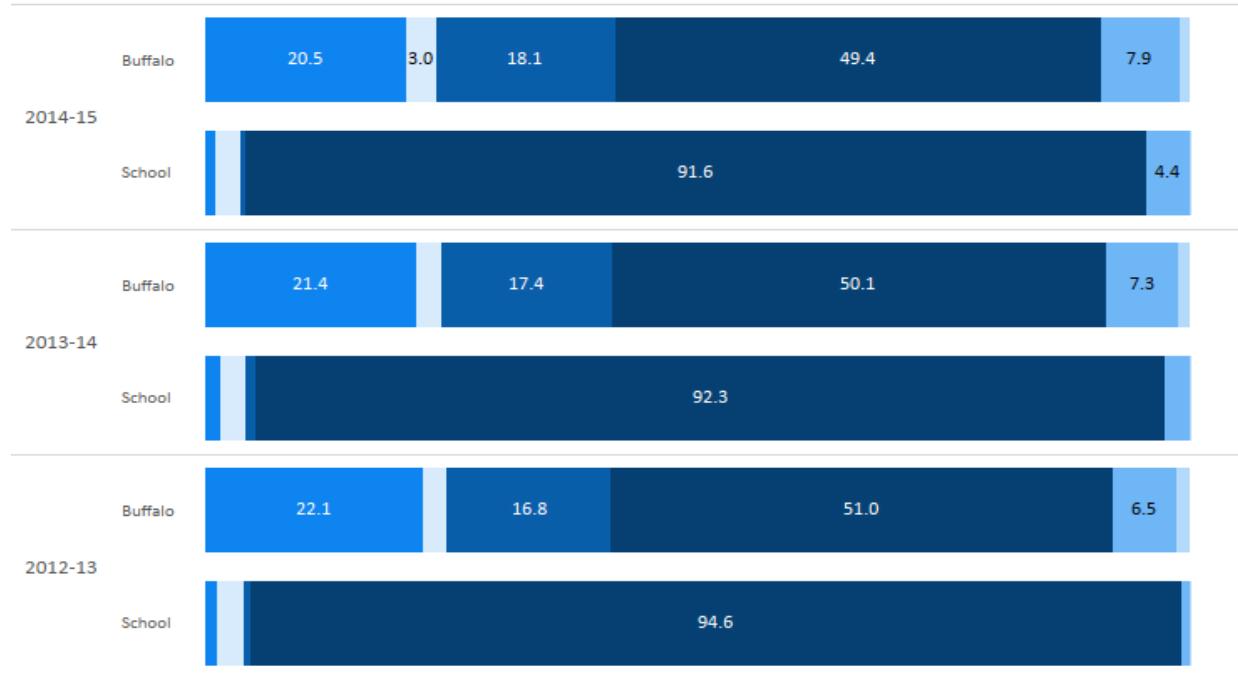
| | | | | |
|---------|-----|-----|-----|-----|
| 2010-11 | 176 | 177 | K-4 | K-5 |
| 2011-12 | 220 | 242 | K-4 | K-6 |
| 2012-13 | 242 | 261 | K-4 | K-6 |
| 2013-14 | 312 | 311 | K-7 | K-7 |
| 2014-15 | 360 | 369 | K-8 | K-8 |
| 2015-16 | 384 | 391 | K-8 | K-8 |

Key Design Elements

- An extended school day;
- An Advisory Group to explore personal and academic growth;
- Individual attention through small sections of grades to promote student participation in learning;
- An afternoon program ending in athletics, supervised study hall and individual or small group tutoring;
- Early identification and remediation of students who are off-track academically and/or having social/emotional difficulties; and
- Global knowledge and awareness through community meetings, guest speakers, college visits and field trips.

APPENDIX A: SCHOOL OVERVIEW

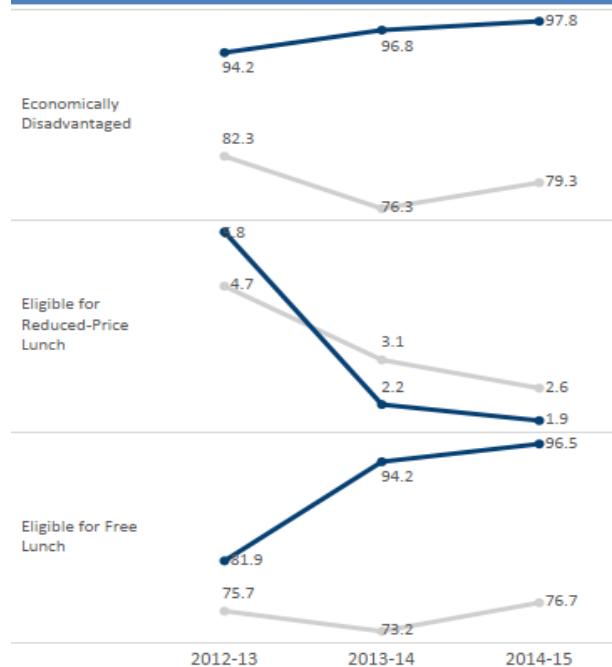
Student Demographics: Race/Ethnicity



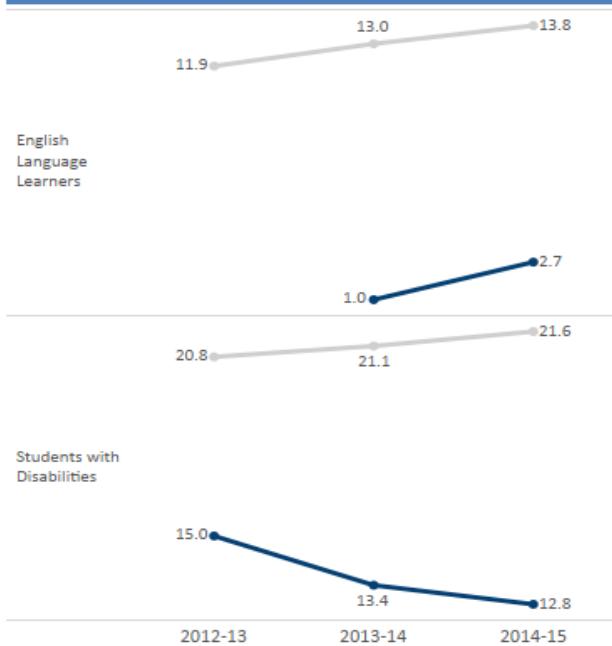
Race/Ethnicity Color Legend

American Indian or Alaskan Native
 Asian, Native Hawaiian/Pacific Islander
 Black or African American
 Hispanic
 Multiracial
 White

Student Demographics: Free/Reduced Lunch



Student Demographics: Special Populations

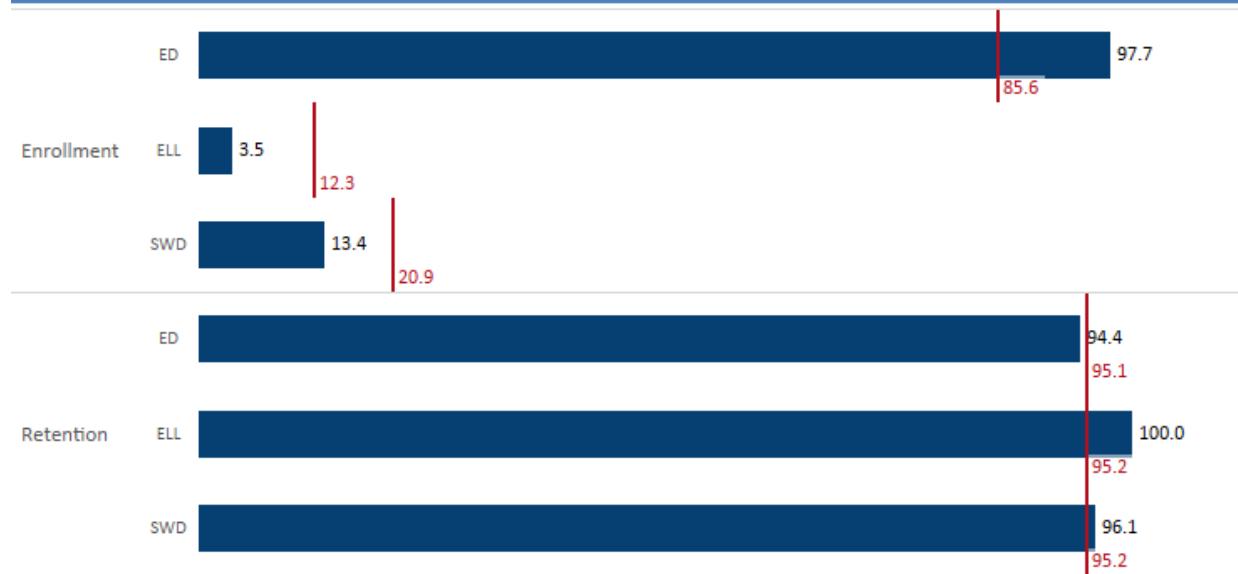


The charts show the trends in enrollment in the school and the district for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

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



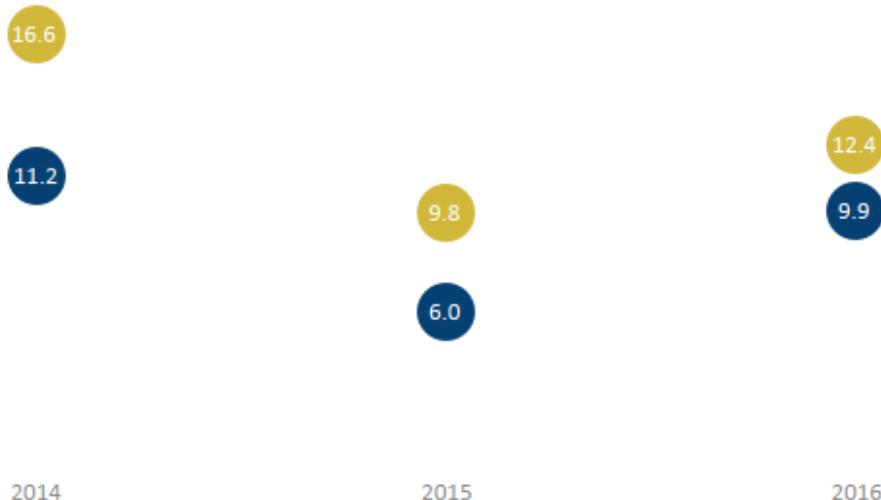
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute 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: King Center Charter School's **in school suspension rate** and **out of school suspension rate**.

Serving grades K-8



District comparison data are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

| | 2014 | 2015 | 2016 |
|---|------|------|------|
| 0 | 0 | 0 | 0 |

APPENDIX A: SCHOOL OVERVIEW

School Leaders

| School Year(s) | Name(s) and Title(s) |
|--------------------|------------------------------------|
| 2000-01 to 2012-13 | Dr. Claito Massey, School Director |
| 2013-14 to Present | Antoinette Rhodes, Principal |

School Visit History

| School Year | Visit Type | Date |
|-------------|--------------------|----------------------|
| 2000-01 | First Year | May 24, 2001 |
| 2001-02 | Evaluation | April 29, 2002 |
| 2002-03 | Evaluation | February 24-25, 2004 |
| 2004-05 | Initial Renewal | October 8, 2004 |
| 2006-07 | Subsequent Renewal | September 20, 2006 |
| 2007-08 | Subsequent Renewal | September 26, 2007 |
| 2009-10 | Evaluation | March 4, 2010 |
| 2011-12 | Subsequent Renewal | May 22-23, 2012 |
| 2015-16 | Evaluation | April 27, 2016 |

Conduct of the Visit

| Date(s) of Visit | Evaluation Team Member | Title |
|------------------|------------------------|---------------------------------|
| April 27, 2016 | Aaron Campbell | Senior Analyst |
| | Sinnjinn Bucknell | Performance and Systems Analyst |

APPENDIX A: SCHOOL OVERVIEW

| Charter Cycle Context | |
|---------------------------|---|
| Charter Term | 3 rd Year of Five-Year Charter Term |
| Accountability Period | 4 th Year of Five-Year Accountability Period |
| Anticipated Renewal Visit | Fall 2017 |

Appendix B

SUNY Renewal Benchmarks



State University of New York Charter Renewal Benchmarks

Version 5.0, May 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? | |
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| Evidence Category | SUNY Renewal Benchmarks |
| SUNY Renewal Benchmark 1A Academic Accountability Plan Goals | <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. |
| SUNY Renewal Benchmark 1B Use of Assessment Data | <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 students' progress and growth. |

| Renewal Question 1 Is the School an Academic Success? | |
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| Evidence Category | SUNY Renewal Benchmarks |
| SUNY Renewal Benchmark 1C Curriculum | <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. |
| SUNY Renewal Benchmark 1D Pedagogy | <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. |
| SUNY Renewal Benchmark 1E Instructional Leadership | <p>The school has strong 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 |

| Renewal Question 1 Is the School an Academic Success? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| | <p>pedagogical skills) and in which teachers believe that all students can succeed;</p> <ul style="list-style-type: none"> • 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 struggling students; |

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| Renewal Question 1 Is the School an Academic Success? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| | <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? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| SUNY Renewal Benchmark 2A Mission & Key Design Elements | <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. |
| SUNY Renewal Benchmark 2B Parents & Students | <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. |
| SUNY Renewal Benchmark 2C Organizational Capacity | <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. |

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| Renewal Question 2 Is the School an Effective, Viable Organization? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| SUNY Renewal Benchmark 2D Board Oversight | <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. |
| SUNY Renewal Benchmark 2E Governance | <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, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet |

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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| | <p>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. |
| SUNY Renewal Benchmark 2F Legal Requirements | <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 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; |

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| Evidence Category | SUNY Renewal Benchmarks |
| | <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? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| SUNY Renewal Benchmark 3A Budgeting and Long Range Planning | <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. |
| SUNY Renewal Benchmark 3B Internal Controls | <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; • 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; |

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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| | <ul style="list-style-type: none"> • 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 regarding the level of special education services provided to students; and • grant expenditure reports. |
| SUNY Renewal Benchmark 3D Financial Condition | <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; |

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| Renewal Question 3 Is the School Fiscally Sound? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| | <ul style="list-style-type: none">• 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? | |
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| <u>Evidence Category</u> | <u>SUNY Renewal Benchmarks</u> |
| SUNY Renewal Benchmark 4A Plans for the School's Structure | <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. |
| SUNY Renewal Benchmark 4B Plans for the Educational Program | <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 • 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. |

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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> |
| Evidence Category | SUNY Renewal Benchmarks |
| SUNY Renewal Benchmark 4C Plans for Board Oversight and Governance | <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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| SUNY Renewal Benchmark 4D Fiscal & Facility Plans | <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. |
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