



2016-17 School Evaluation Report

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Visit Date: April 5-6, 2017
Report Date: July 11, 2017

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

(518) 445-4250
www.newyorkcharters.org



INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on April 5-6, 2017. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the State University of New York Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks. This subset, the Qualitative Education Benchmarks, addresses the academic success of the school and the effectiveness and viability of the school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (i.e., curriculum, instruction, assessment and services for at-risk students), as well as leadership, organizational capacity and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

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

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

SCHOOL BACKGROUND

Opening Information

Date Initial Charter Approved by SUNY Trustees	June 4, 2014
School Opening	September 2015

Location and 2016-17 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
610 Lake Street, Elmira, NY 14901	Elmira City School District	Lease	234	K-4

Finn Academy – An Elmira Charter School (“Finn Academy”) is in its second year of its initial charter term. In January 2017, the founding head of school left the school, and the board promoted the instructional lead to interim head of school. Following the transition, the school is developing new systems to ensure a positive school culture and define leaders’ roles and responsibilities.

2015-16 SCHOOL PERFORMANCE REVIEW

During 2015-16, the first year the school was in operation and the first year of its four-year Accountability Period, Finn Academy – An Elmira Charter School (“Finn Academy”) generated data about its first third grade class. Given the limited data set, it is impossible to ascertain whether or not the school met or came close to meeting its Accountability Plan goals. This performance review, based on all available data, provides a set of leading indicators demonstrating that the school is not on track to meet both of its key academic Accountability Plan goals in English language arts (“ELA”) and mathematics. The school did not yet enroll students past 3rd grade and, consequently, no statewide ELA or mathematics growth percentile analysis is available. Similarly, Finn Academy did not generate data to evaluate attainment of its science or No Child Left Behind (“NCLB”) goal.

ELA

According to the two available measures in its Accountability Plan, Finn Academy is not on track to meet its ELA goal. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected. Additionally, the school’s aggregate Performance Level Index (“PLI”) failed to exceed the target of the state’s Annual Measureable Objective (“AMO”).

Mathematics

Finn Academy is not on track to meet its mathematics goal and failed to meet the target under both available measures in its Accountability Plan. The school performed lower than expected in comparison to schools across the state enrolling similar proportions of students who are economically disadvantaged. Additionally, the school’s aggregate PLI fell 38 points below the state’s AMO.

Science

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

NCLB

During Finn Academy’s first year, it did not produce data such that the state could identify the school’s status under the state’s accountability system.

ACADEMIC PERFORMANCE

Academic outcome data about the performance of students receiving special education services and English language learners (“ELLs”) appears below, although not tied to separate goals in the school’s formal Accountability Plan.

	2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services	(N/A)	(N/A)	(22)
RESULTS			
Tested on State Exams (N)	(N/A)	(N/A)	(6)
Percent Proficient on ELA Exam	N/A	N/A	0.0
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(N/A)	(N/A)	(0)
RESULTS			
Tested on NYSESLAT ¹ Exam (N)	(N/A)	(N/A)	(0)
Percent ‘Commanding’ or Making Progress ² on NYSESLAT	N/A	N/A	N/A

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

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

ACADEMIC PERFORMANCE

Finn Academy: An Elmira Charter School

REQUIRED MEASURE DESCRIPTION

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at Finn Academy 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 **Elmira City School District**.

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

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

-2.28

-2.27

2016

2016

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

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 the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.

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

BENCHMARK CONCLUSIONS

QUALITATIVE EDUCATION BENCHMARKS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,³ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.⁴

Use of Assessment Data

Finn Academy does not have an assessment system that improves instructional effectiveness and student learning. The school administers one standardized assessment that only measures students' reading levels, and teachers do not systematically utilize assessment data to effectively adjust instruction.

- Finn Academy does not regularly administer valid and reliable assessments aligned to the school's curriculum and state performance standards for ELA. While teachers administer Fountas & Pinnell ("F&P") benchmark assessments to students in 1st through 4th grade, this is the only assessment used to measure progress and proficiency for ELA. The school utilizes the commercial curriculum's assessments for mathematics and does not currently have a formal interim assessment to measure mathematics achievement. The school previously administered Terra Nova assessments, but due to a change in ownership of the test publisher, Finn Academy has not received scores from earlier in the school year and did not administer Terra Nova the expected number of times due to the school's budget restrictions.
- The school has a valid and reliable process for scoring assessments. Teachers receive training and support with administering the F&P assessments, and leaders review student results for discrepancies in student scores. Teachers norm the application of writing rubrics by scoring samples of student writing and discussing discrepancies in results.
- Teachers have adequate access to assessment data; however, the school does not systematically use assessment data to inform classroom instruction and meet the needs of all students. Teachers use available F&P data to create small reading groups for guided reading instruction. Fourth grade teachers began using assessments from the mathematics curriculum to divide students into ability based groups in order to better target instruction. Despite these examples, few teachers utilize formative data on an ongoing basis to adjust instruction and strategically group students.

³ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html; scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

⁴ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

BENCHMARK CONCLUSIONS

- Finn Academy leaders have not conducted formal observations for teachers this year; therefore they do not have the observation data to evaluate teachers. For ELA, leaders disaggregate F&P data by grade and classroom but do not yet strategically evaluate teacher effectiveness based on this data. For mathematics, the school does not have schoolwide interim assessments so leaders do not utilize mathematics assessment data to evaluate teacher effectiveness.

Curriculum

Finn Academy has the foundations of a strong curriculum program in place. However, leaders do not hold teachers accountable for unit pacing or lesson planning, thus the school does not have adequate information to know if all standards are covered or mastered in a school year. The school does not ensure that the curricula are rigorous or standards aligned.

- Finn Academy has a curriculum framework, though the framework does not provide teachers with clear student performance expectations or a fixed, underlying structure aligned to state standards. In ELA, the school uses an expeditions framework, which emphasizes project based learning, including teacher created units for Kindergarten – 2nd grade and Expeditionary Learning units for 3rd and 4th grades. For mathematics, the school uses JUMP Math for Kindergarten – 4th grade. The school does not yet strategically utilize program materials to have clear expectations for student learning at the end of each grade level.
- Teachers are not clear on what to teach and when to teach it based on curricular documents. Teachers have access to established unit plans in both ELA and mathematics. Since teachers have the autonomy to design and select lessons from each program with little oversight from leaders, teachers are unclear if the rigor of lessons meets high expectations for student learning. School leaders do not provide adequate oversight to ensure that each grade level is teaching all standards. Expeditionary Learning consultants provide some feedback and support to teachers for ELA, though this support is inconsistent and not always effective. Teachers expressed a need for pacing guides in mathematics.
- Finn is developing a process for reviewing and revising its curriculum documents. Teachers informally map out standards and units for mathematics over the summer. The school is establishing a formal process for reviewing its mathematics curriculum to ensure that it aligns with the school's mission and covers all standards. Teachers' lesson planning is inconsistent across the school, and the level of detail in individual plans does not demonstrate targeted differentiation or questioning strategies.

BENCHMARK CONCLUSIONS

Pedagogy

Low quality instruction is evident throughout Finn Academy. Lesson activities do not engage students or develop depth of understanding and higher-order thinking and problem solving skills. While classrooms are safe and calm, few teachers demonstrate a sense of urgency needed to maintain a consistent focus on academic achievement. As shown in the chart below, during the evaluation visit, Institute team members conducted 9 classroom observations following a defined protocol used in all evaluation visits.

CLASSROOM OBSERVATIONS

		Grade			Total
		2	3	4	
Content Area	ELA	1	4	1	6
	Math	2			2
	Science		1		1
	Total	3	5	1	9

- Teachers plan purposeful and focused lessons aligned to the school’s curriculum (7 of 9 classroom observations). Teachers present clear learning objectives at the start of each lesson. In addition to whole group instruction, teachers implement small group learning centers with activities focused on extending or reinforcing the whole group lesson’s objectives. While most objectives focus on clear skills and content, some objectives were broad and did not pinpoint a specific or measurable goal for the subject area.
- Teachers do not effectively use techniques to check for student understanding or monitor students’ responses during the course of the lesson (4 of 9 classroom observations). Teachers that effectively check for understanding actively circulate during student work time and provide individualized and meaningful feedback that allows students to improve work products. Most teachers call on few students for responses and often focus on directions or behavioral expectations rather than soliciting responses that demonstrate students’ understanding of the lesson objective.
- Lessons do not include opportunities to challenge students with questions and activities that develop depth of understanding and higher-order thinking skills (1 of 9 classroom observations). Teachers mostly ask low-level questions that require students to simply recall facts and information. Teachers give students little wait time and often immediately respond with the correct answer rather than allowing students to craft higher-level responses. Most assignments require students to provide low-level recall answers.

BENCHMARK CONCLUSIONS

- Finn Academy classrooms do not establish and maintain consistent focus on academic achievement (3 of 9 classrooms observations). Across the school, teachers do not communicate a sense of urgency for learning. Learning time is often lost due to inefficient transitions between centers or lessons or a focus on non-academic interruptions and phone calls. Despite a lack of urgency, teachers clearly communicate behavioral expectations and maintain calm and safe classrooms for students.

Instructional Leadership

Finn experienced leadership turnover in January of the current school year. The current leadership team does not have the capacity to effectively support teachers due to teacher vacancies. While the school has sufficient leadership, the school's priorities are not clear or targeted to improve student learning.

- Finn's leadership has not yet established an environment of high expectations for teacher performance or student learning. Leaders and teachers have a strong belief that all students can succeed and make progress; however, the school has not established clear, measurable achievement targets for students. Leaders' current school priorities are focused on discreet academic skills and do not reflect the urgency needed to meet the school's Accountability Plan goals.
- The instructional leadership team is not adequate to support the development of the teaching staff. At the time of the visit, leaders are unable to provide sufficient support to teachers and focus on teaching and learning due to responsibilities in other areas. One instructional leader has a full teaching load due to teacher vacancies while the other instructional leader has administrative and operational responsibilities that restrict the development of the teaching staff.
- Instructional leaders do not provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness, nor do leaders implement a comprehensive professional development program to improve teacher practice. Leaders currently provide one or two monthly school-wide walkthroughs and provide teachers with generalized feedback in the form of glows and wonderings, or areas for improvement. Leaders recognize that the generalized feedback is insufficient to support individual teacher growth and are seeking solutions with the board to provide out of class time for one of the instructional leaders to provide more individual feedback to teachers.
- Teachers have common planning times built into their daily schedule, and Expeditionary Learning consultants have led grade team meetings with a focus on planning and looking at student work. Leaders do not yet take an active role in grade team meetings, and teachers do not have clear expectations for how often meetings should occur or the content of grade level meetings.

BENCHMARK CONCLUSIONS

- School leaders revised the professional development calendar after the change in leadership in January to be more aligned with the school's priorities, including word work, writing, and character development. While leaders are purposeful in aligning professional development sessions to the school-wide goals, leaders missed an opportunity to provide mathematics professional development in the weeks leading up to the mathematics state assessment. Leaders include previous professional learning topics as a focus for their learning walks, though leaders do not provide individual feedback to teachers regarding topics covered.
- Leaders do not yet regularly conduct teacher evaluations that accurately identify strengths and weaknesses. Leaders are developing a plan to evaluate teachers this year using the Marzano Teacher Evaluation Model. The school did not complete teacher evaluations in the first year, and therefore leaders do not hold teachers accountable for quality instruction or student achievement. With no formal or informal individual feedback system in place, teachers are not aware of leaders' expectations for them or goals for themselves as teachers.

At-Risk Students

Finn Academy is not meeting the educational needs of at-risk students. The school failed to identify ELLs at the school at the beginning of the school year, with one student identified in late March. Teachers do not adequately differentiate instruction to reach the learning needs of at-risk students.

- Finn Academy uses clear procedures for identifying students with disabilities and students struggling academically; however, the school does not have an effective procedure for identifying ELLs. Leaders have determined core staff as part of a Response to Intervention ("RtI") team to review student data and work with teachers to determine tiered interventions. Classroom teachers implement small group and individualized support in addition to the intervention teachers providing more targeted pull out instruction. If the interventions are not successful in improving student achievement, the school will refer students for special education services. The school does not use a sufficient Home Language Identification Survey to identify ELLs, and the current process is a single question in the enrollment packet.
- The school's intervention programs are developing to meet the needs of at-risk students. The school currently provides direct and indirect consultant services for classroom teachers as well as push-in support for students with disabilities. Special education teachers target IEP goals and work in small groups during lessons to support the lesson objective and target specific skills. Classroom teachers and intervention teachers provide tiered services such as small group instruction, pull out support and individualized teaching to support students struggling academically. The school has an English as a second

BENCHMARK CONCLUSIONS

language (“ESL”) certified teacher that provides mandated services for ELLs, including both push-in and pull-out support.

- General education teachers do not utilize effective strategies to support students in the general education program. While the school provides some support to general education teachers through the RtI process, teachers do not fully implement strategies to the level needed to fully meet the needs of students to improve achievement levels for at-risk students. Teachers mainly differentiate by ability group; however, teachers do not employ a wide variety of strategies to target specific needs of at-risk students within the interventions.
- Finn Academy does not yet disaggregate F&P data to adequately monitor at-risk student progress. Special education teachers are aware of students’ IEP goals and inform classroom teachers of progress toward goals through progress reports. The school does not set specific growth targets for students struggling academically. As two ELL students have only recently been identified, the school has not yet monitored progress though demonstrate the systems are now in place to properly monitor the progress of ELLs.
- The school does not yet provide adequate training to help teachers meet at-risk students’ needs. Teachers receive students’ Individualized Education Programs (“IEPs”) during summer training sessions and small group instruction is a core part of the school’s structure. However, leaders do not provide adequate training on how to effectively differentiate strategies for teaching to fully support a variety of learning needs. The school does not provide adequate training for developing ELLs’ English language acquisition skills.
- The school does not provide formal opportunities for coordination between classroom teachers and at-risk program staff. Teachers determine grade team meeting times and topics and will occasionally invite intervention or special education teachers to join. Teachers utilize the expertise of at-risk program staff when needing to address specific issues with students both through the RtI process and on an ad hoc basis. As demonstrated by low at-risk student performance results, the lack of formal coordination efforts does not allow teachers to make coordinated efforts to improve learning for at-risk students.

Organizational Capacity

Finn Academy has the capacity within its organizational structure to effectively deliver the educational program. However, due to recent leadership turnover and financial constraints, the leadership team is not yet working at full capacity to support the academic program.

- Following leadership turnover in January, the school is beginning to establish an administrative structure with staff and operational systems that allow the school to carry out its academic program. The leadership team does not yet have clearly delineated roles and responsibilities; therefore teachers are unclear about who to go to for what. While

BENCHMARK CONCLUSIONS

the school has hired a chief operating officer, the interim head of school continues to complete operational tasks that take time away from carrying out the academic program. The director of culture and academics is teaching full time, and so both instructional leaders are unable to create clear lines of accountability across the school.

- Leaders have not established a consistent or school-wide discipline system, except for signage for norms in common areas of the school building. Teachers rarely implement a class-wide system for discipline, and teachers are unaware of official procedures to follow when discipline issues arise. While the majority of classrooms are safe and orderly, teachers express a need for more support with discipline across the school.
- The school retains mission driven teachers that are aligned with the belief that all students can learn. However, the school does not have a formal evaluation process in place, so the school does not have a clear definition of high quality teaching.
- Financial constraints have negatively impacted the academic program. While leaders make efforts to order requested materials and resources, teachers inconsistently receive requested materials due to financial constraints. The school has recently had to cut positions and reduce salaries due to the financial constraints and therefore does not have sufficient resources to support the academic program.
- While the school maintains adequate enrollment at its upper collar, the school does not have procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs, and students who qualify for FRPL. The school's current economically disadvantaged student population is well below the district population. The school is starting to recruit from more high poverty areas of the town.
- The school does not regularly monitor or evaluate the school's programs and make changes if necessary. School leaders recognize many needed changes to programs within the school, such as school-wide discipline procedures. However, leaders have not developed a formal process for initiating change.

Board Oversight

Finn Academy's board does not work effectively to achieve the school's Accountability Plan goals. Members do not request and receive sufficient information in the form of academic data to provide effective oversight of the school's academic program.

- Finn Academy's board possesses adequate skills in finance, government, higher education and non-profit management. Despite the levels of expertise, members have not put in place adequate structures and procedures with which to govern the school and oversee management of day-to-day operations to ensure the school's academic program is successful. In January, the board terminated the former head of school and put an interim

BENCHMARK CONCLUSIONS

head of school in place; however, the board does not adequately monitor the organizational structure of the school to ensure that instructional leaders are able to dedicate the majority of time to the academic program.

- The board does not request and receive sufficient information to provide rigorous oversight of the school's program. Members are familiar with F&P data, as this is currently the only academic data the school presents to the board. Since the leadership transition, members are more active with the school community and collect program quality information from teachers and leaders to understand the current culture climate of the school.
- With the recent leadership transition, the board has established short-term goals for the interim head of school to improve the overall culture of the school environment and better support teachers. The board plans to administer a school climate survey to staff members at the end of the year to track progress for this goal. For long-range goals, members express a desire to establish a stable leadership structure that fully supports teachers and to improve achievement results while growing the school's grades. As the priority is on the short-term goals, members have not established benchmarks for the long-range goals yet.
- Finn Academy's board successfully recruits, hires and retains key personnel. Members investigated and followed proper procedures to terminate the former head of school in January. The board successfully hired a chief operating officer to handle operations and administrative duties; however, the board has not actively supported filling vacant positions to allow instructional leaders full release from classroom responsibilities, therefore limiting the amount of support teachers receive.
- The board does not regularly evaluate its own performance. Members made efforts to evaluate the former head of school and plan to evaluate the interim head of school at the end of the school year. As the leadership transition is recent, board members express the need to hold the interim head of school accountable for improving the culture of the school and plans to conduct a climate survey and evaluation of the interim head of school before the end of the school year.
- Since the leadership transition in January, the board has effectively communicated with the school community. Board members visit classrooms and meet with teachers to gather feedback. The board held a series of town hall meetings for families since January to keep families informed of the steps the school is taking to ensure a smooth transition.

Appendix A

School Overview

APPENDIX A: SCHOOL OVERVIEW

Mission Statement

At Finn Academy: An Elmira Charter School, we seek to increase the number of college and career ready scholars our community launches into a life and a future – by preparing them for the demands and the rigor of high school.

Board of Trustees¹

Board Member Name	Position	Board Member Name	Position
Jill Koski	Chair	Lynn H. Winner	Trustee
Kevin Murphy	Vice Chair	Katie Stowell	Trustee
Dr. Maya Patel	Secretary		
Alice R. Sutton	Treasurer		

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ²	Proposed Grades	Actual Grades
2015-16	180	215	K-3	K-3
2016-17	234	248	K-4	K-4

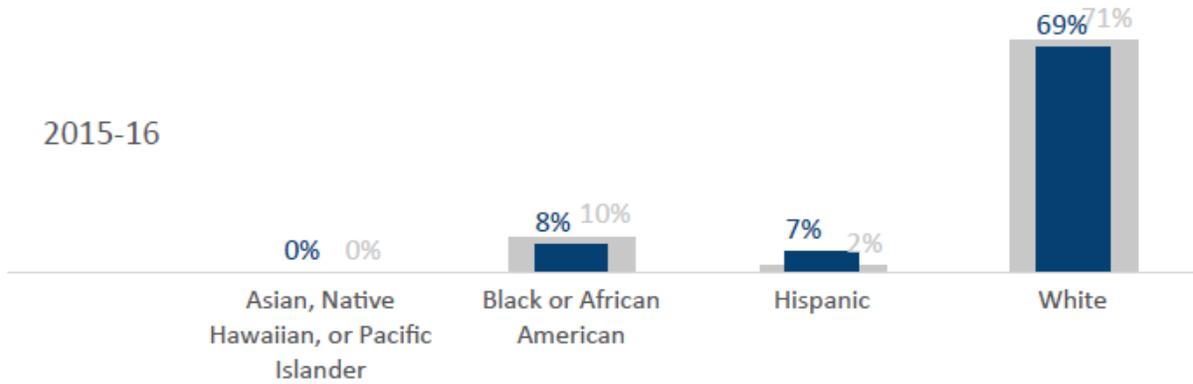
Key Design Elements	Evident?
<ul style="list-style-type: none"> College preparation and awareness at every grade level; 	+
<ul style="list-style-type: none"> STrEaM (Science, Technology, Reading, Engineering, Arts and Math) curriculum; 	+
<ul style="list-style-type: none"> Extended day, extended year, and summer learning experience; 	-
<ul style="list-style-type: none"> Dedicated time for promoting physical and socio-emotional wellness; 	+
<ul style="list-style-type: none"> Advisory program (“Crew”) for teacher-student and small group mentoring; and, 	+
<ul style="list-style-type: none"> Professional learning and teacher support. 	+

¹ Source: The Institute’s board records at the time of the visit.

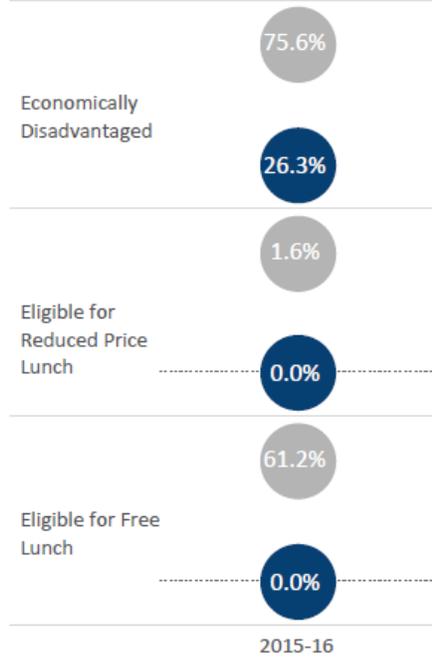
² Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

Student Demographics: Race/Ethnicity

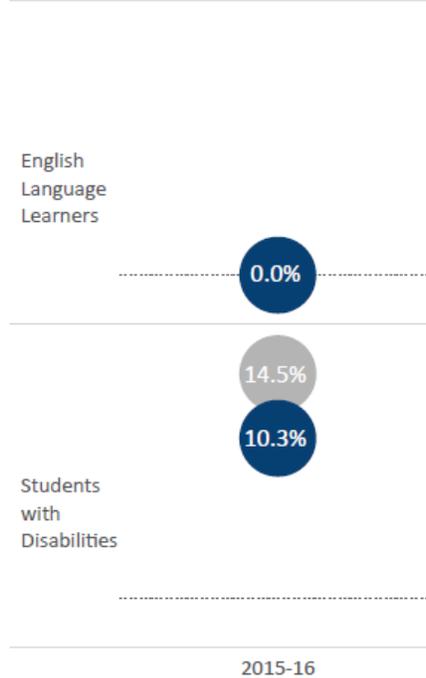


Student Demographics: Free/Reduced Lunch



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

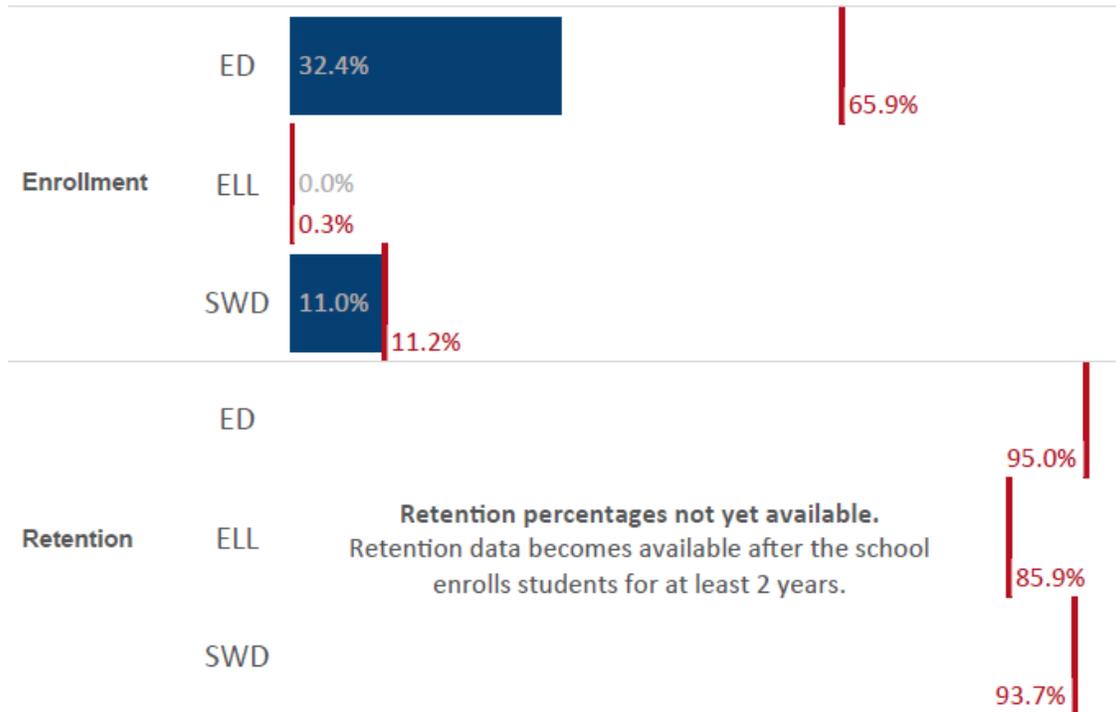
Student Demographics: Special Populations



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

APPENDIX A: SCHOOL OVERVIEW

Enrollment and Retention Targets



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

Persistence in Enrollment

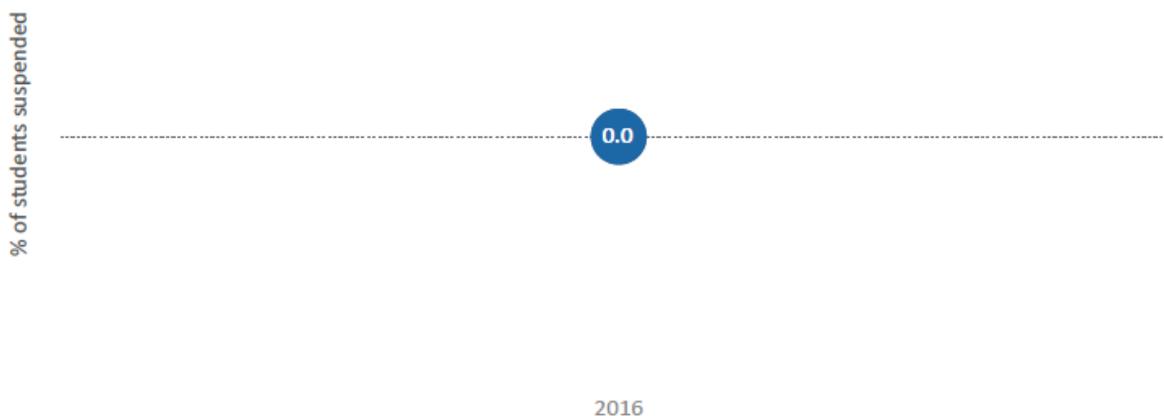
This information is not yet available.

APPENDIX A: SCHOOL OVERVIEW

School Discipline

Suspensions: Finn Academy-An Elmira Charter School's **out of school suspension rate** and **in school suspension rate**.

Serving grades K-3



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.

2016

0

School Leaders

School Year(s)	Name(s) and Title(s)
2015-16 to January 2017	Maggie Thurber, Principal
January 2017 to present	Aimee Ciarlo, Interim Head of School

School Visit History

School Year	Visit Type	Date
2015-16	First Year	April 21, 2016
2016-17	Evaluation	April 5-6, 2017

APPENDIX A: SCHOOL OVERVIEW

Conduct of the Visit

Date(s) of Visit	Evaluation Team Member	Title
April 5-6, 2017	Natasha M. Howard, PhD	Managing Director of Program
	Andrew Kile	Senior Analyst

Charter Cycle Context

Charter Term	2 nd Year of Five-Year Charter Term
Accountability Period ³	2 nd Year of Four-Year Accountability Period
Anticipated Renewal Visit	Fall 2019

³ Because the SUNY Trustees make a renewal decision in the last year of a charter term, the Accountability Period ends in the next to last year of that charter term. For schools in initial charter terms, the Accountability Period is the first four years that the school provides instruction. For schools in subsequent charter terms, the Accountability Period includes the last year of the previous charter term through the next to last year of the current charter term.

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Appendix B

SUNY Renewal Benchmarks



State University of New York Charter Renewal Benchmarks

Version 5.0, April 2012

Introduction

The State University of New York Charter Renewal Benchmarks¹ (the “SUNY Renewal Benchmarks”) serve two primary functions at renewal:

- They provide a framework for the Charter Schools Institute (the “Institute”) to gather and evaluate evidence to determine whether a school has made an adequate case for renewal. In turn, this evidence assists the Institute in deciding if it can make the required legal and other findings in order to reach a positive recommendation for renewal. For example, the various benchmarks that the Institute uses to determine whether the school has had fiscally responsible practices in place during the last charter period allow the Institute to determine with greater precision whether the school will operate in a fiscally sound manner during the next charter period, a finding that the New York Charter Schools Act requires the SUNY Trustees to make.
- At the same time that the SUNY Renewal Benchmarks provide a framework for the Institute to collect and review evidence, they also provide the school with a guide to understanding the Institute’s evaluative criteria. As the Institute uses the SUNY Renewal Benchmarks (or some sub-set of them) as the framework for conducting its ongoing school evaluation visits, school leaders should be fully aware of the content of the Benchmarks at the time of renewal.

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

Precisely how the Institute uses the SUNY Renewal Benchmarks, during both the renewal process and throughout the charter period, is explained in greater detail in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University of New York* (the “SUNY Renewal Practices”), available on the Institute’s website at:

www.newyorkcharters.org/schoolsRenewOverview.htm. Responses to frequently asked questions about the Institute’s use of the SUNY Renewal Benchmarks appear below:

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

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- The Institute does not have a point system for recommending renewal. A school cannot simply tally up the number of positive benchmark statements in order to determine the Institute’s recommendation.
 - Some benchmarks are weighed more heavily than others. In particular, the Institute gives the greatest weight to how well the school has met its academic Accountability Plan goals.
 - Despite the fact that the Accountability Plan comprises only a single benchmark, a school’s performance on that benchmark is critical. In fact, it is so important that while the Institute may recommend non-renewal for fiscal and organizational failures (if sufficiently serious), excellence in these areas will not excuse poor academic performance.
- The Institute does not use every benchmark during every kind of renewal review, and how the benchmarks are used differs depending on a school’s circumstances. For example, the Qualitative Education Benchmarks (Benchmarks 1B-1F, 2C and 2D) are given far less weight in making a renewal decision on schools that the Institute has previously renewed. Similarly, less weight is accorded to these benchmarks during an initial renewal review where a school has consistently met its academic Accountability Plan goals.
 - The Institute also may not consider every indicator subsumed under a benchmark when determining if a school has met that benchmark, given the school’s stage of development or its previous track record.
- Aside from Benchmark 1A on academic Accountability Plan goals (which is singular in its importance), no school should fear that a failure to meet every element of every benchmark means that it is not in a position to make a case for renewal. To the contrary, the Institute has yet to see a school that performs perfectly in every respect. The Institute appreciates that the benchmarks set a very high standard collectively. While the Institute certainly hopes and expects that schools aim high, it is understood that a school’s reach will necessarily exceed its grasp in at least some aspects.

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

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

State University of New York Charter Renewal Benchmarks

Renewal Question 1 Is the School an Academic Success?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1A</p> <p>Academic Accountability Plan Goals</p>	<p>Over the Accountability Period, the school has met or come close to meeting its academic Accountability Plan goals.</p> <p>The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas:</p> <ul style="list-style-type: none"> • English language arts; • mathematics; • science; • social studies (high school only); • NCLB; • high school graduation and college preparation (if applicable); and • optional academic goals included by the school.
<p>SUNY Renewal Benchmark 1B</p> <p>Use of Assessment Data</p>	<p>The school has an assessment system that improves instructional effectiveness and student learning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school regularly administers valid and reliable assessments aligned to the school’s curriculum and state performance standards; • the school has a valid and reliable process for scoring and analyzing assessments; • the school makes assessment data accessible to teachers, school leaders and board members; • teachers use assessment results to meet students’ needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; • school leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and • the school regularly communicates to parents/guardians about their students’ progress and growth.

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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 style="text-align: center;">Curriculum</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 style="text-align: center;">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 style="text-align: center;">Instructional Leadership</p>	<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

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	<p style="text-align: center;">Renewal Question 1 Is the School an Academic Success?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>expectations for teacher performance (in content knowledge and 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. <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; • the school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs;

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	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	and <ul style="list-style-type: none">the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 2A</p> <p>Mission & Key Design Elements</p>	<p>The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school faithfully follows its mission; and • the school has implemented its key design elements.
<p>SUNY Renewal Benchmark 2B</p> <p>Parents & Students</p>	<p>Parents/guardians and students are satisfied with the school.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school regularly communicates each child's academic performance results to families; • families are satisfied with the school; and • parents keep their children enrolled year-to-year.
<p>SUNY Renewal Benchmark 2C</p> <p>Organizational Capacity</p>	<p>The school organization effectively supports the delivery of the educational program.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program; • the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; • the school has a clear student discipline system in place at the administrative level that is consistently applied; • the school retains quality staff; • the school has allocated sufficient resources to support the achievement of goals; • the school maintains adequate student enrollment; • the school has procedures in place to monitor its progress toward

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and</p> <ul style="list-style-type: none"> • the school regularly monitors and evaluates the school’s programs and makes changes if necessary.

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Renewal Question 2	
Is the School an Effective, Viable Organization?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 2D</p> <p>Board Oversight</p>	<p>The school board works effectively to achieve the school’s Accountability Plan goals.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • board members possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school’s future as an academically successful, financially healthy and legally compliant organization; • the board requests and receives sufficient information to provide rigorous oversight of the school’s program and finances; • it establishes clear priorities, objectives and long-range goals, (including Accountability Plan, fiscal, facilities and fundraising), and has in place benchmarks for tracking progress as well as a process for their regular review and revision; • the board successfully recruits, hires and retains key personnel, and provides them with sufficient resources to function effectively; • the board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and • the board effectively communicates with the school community including school leadership, staff, parents/guardians and students.
<p>SUNY Renewal Benchmark 2E</p> <p>Governance</p>	<p>The board implements, maintains and abides by appropriate policies, systems and processes.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships; • the board takes effective action when there are organizational,

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

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

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 3A</p> <p>Budgeting and Long Range Planning</p>	<p>The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has clear budgetary objectives and budget preparation procedures; • board members, school management and staff contribute to the budget process, as appropriate; • the school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions; • the school routinely analyzes budget variances; the board addresses material variances and makes necessary revisions; and • actual expenses are equal to, or less than, actual revenue with no material exceptions.
<p>SUNY Renewal Benchmark 3B</p> <p>Internal Controls</p>	<p>The school maintains appropriate internal controls and procedures.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school follows a set of comprehensive written fiscal policies and procedures; • the school accurately records and appropriately documents transactions in accordance with management’s direction, laws, regulations, grants and contracts; • the school safeguards its assets; • the school identifies/analyzes risks and takes mitigating actions; • the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy; • the school’s trustees and employees adhere to a code of ethics; • the school ensures duties are appropriately segregated, or institutes compensating controls; • the school ensures that employees performing financial functions

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>are appropriately qualified and adequately trained;</p> <ul style="list-style-type: none"> • the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements; • a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions; • the school prepares payroll according to appropriate state and federal regulations and school policy; • the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and • the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.
<p>SUNY Renewal Benchmark 3C</p> <p>Financial Reporting</p>	<p>The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department with required financial reports that are on time, complete and follow generally accepted accounting principles.</p> <p>The following reports have generally been filed in a timely, accurate and complete manner:</p> <ul style="list-style-type: none"> • annual financial statement audit reports including federal Single Audit report, if applicable; • annual budgets and cash flow statements; • un-audited quarterly reports of income, expenses, and enrollment; • bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation regarding the level of special education services provided to

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>students; and</p> <ul style="list-style-type: none"> grant expenditure reports.
<p>SUNY Renewal Benchmark 3D</p> <p>Financial Condition</p>	<p>The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> the school maintains sufficient cash on hand to pay current bills and those that are due shortly; the school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months); the school prepares and monitors cash flow projections; If the school includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis; If necessary, the school pursues district state aid intercepts with the state education department to ensure adequate per pupil funding; and the school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.

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	<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 style="text-align: center;"><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4A</p> <p>Plans for the School’s Structure</p>	<p>Key structural elements of the school, as defined in the exhibits of the Application for Charter Renewal, are reasonable, feasible and achievable.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • the school is likely to fulfill its mission in the next charter period; • the school has an enrollment plan that can support the school program; • the school calendar and daily schedules clearly provide sufficient instructional time to meet all legal requirements, allow the school to meet its proposed Accountability Plan goals and abide by its proposed budget; • key design elements are consistent with the mission statement and are feasible given the school’s budget and staffing; • a curriculum framework for added grades aligns with the state’s performance standards; and • plans in the other required Exhibits indicate that the school’s structure is likely to support the educational program.
<p>SUNY Renewal Benchmark 4B</p> <p>Plans for the Educational Program</p>	<p>The school’s plans for implementing the educational program allow it to meet its Accountability Plan goals.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school’s educational program; • for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and

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	<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 style="text-align: center;"><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.

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	<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 style="text-align: center;"><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4D</p> <p>Fiscal & Facility Plans</p>	<p>The school provides a reasonable, feasible and achievable fiscal plan including plans for an adequate facility.</p> <p>Based on the elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • the school’s budgets adequately support staffing, enrollment and facility projections; • fiscal plans are based on the sound use of financial resources to support academic program needs; • fiscal plans are clear, accurate, complete and based on reasonable assumptions; • information on enrollment demand provides clear evidence for the reasonableness of projected enrollment; and • facility plans are likely to meet educational program needs.