



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
KING CENTER CHARTER SCHOOL*

Report Date: March 7, 2023

Review Date: December 7 – 8, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

KING CENTER CHARTER SCHOOL

156 Newburgh Avenue, Buffalo, New York | Grades: K-8 | Buffalo City School District

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for King Center Charter School (“King Center”) on January 25, 2000. The charter opened in fall 2000, serving 80 students in Kindergarten – 3rd grade.

“ MISSION

King Center 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.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
459

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
459

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Partnering with parents and the community;



Post secondary planning;



Caring, student centered culture;



Academic excellence and accountability; and,



Committed and highly qualified staff.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

King Center is proud to provide a wide range of athletics to students across all ages. The charter offers seven basketball teams, martial arts, flag football, drill, and others. The charter's gymnasium hosts basketball games after school as a community event.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

King Center implements new intervention programs to mitigate the effects of interrupted instruction. In lower grades, the charter is implementing Reading Recovery and Leveled Literacy Intervention ("LLI"). The charter also provides after school academy and tutors from i-Tutor. In recognition of lower elementary students struggling with spelling, the charter began implementing Words Their Way, a phonics and vocabulary curricular program. The charter also increased its use of small group instruction by hiring additional teaching assistants to support in classrooms during the 2022-23 school year.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of King Center Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 459 students. The Institute makes this recommendation based on King Center Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. *SUNY Renewal Policies* (p. 14) are available on the [Institute’s website](#).

2. See *New York Education Law* § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, King Center is an academic success having come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

King Center demonstrates academic success in many ways. The charter increased its resources to add new intervention programs and teaching assistants to mitigate interrupted instruction. King Center invested resources into a social emotional learning curriculum to support students returning to in-person learning, which resulted in warm, welcoming classrooms. The charter demonstrates success in the following ways:

- King Center outperformed its district in both English language arts (“ELA”) and mathematics during the 2017-18 and 2018-19 school years. In 2021-22, the charter outperformed the district in mathematics and performed at the district for ELA.
- King Center historically demonstrated strong results for students with disabilities. In 2017-18 and 2018-19, the charter’s students with disabilities performed at double the proficiency rate as district peers for ELA.
- Implements a detailed, weekly data review and action planning process with teachers on an individual basis to support a data driven culture across all classrooms. Teachers react immediately and urgently to recent assessments and plan with leadership how to address misconceptions.

Is the charter an effective, viable organization?

King Center is an effective, viable organization. The charter’s board has long standing tenure among its membership and provides effective oversight of the charter. The charter has an operational team that supports effective procedures and day to day activities.

Is the charter fiscally sound?

King Center is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation has met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?

King Center’s plans for the future are reasonable, feasible, and achievable. The charter plans to continue implementing the successful elements of its academic program that have led to success in the current charter term.

EXECUTIVE SUMMARY

King Center is focused on developing students' social emotional learning and well being to support with mitigating interrupted instruction. The charter implements Leader In Me, a curricular program that focuses on students' social emotional learning. The charter devoted the first eight days of school this year to building community among students, as students adjust to a more consistent in-person learning experience after two years of interrupted instruction.

King Center leaders support teachers with making data driven decisions through weekly data meetings. During these sessions, teachers bring a set of student achievement data to review and determine targeted next steps for students. Leaders work collaboratively with teachers to identify specific missed concepts and develop a reteach or small group instruction action plan. At each meeting, leaders follow up with teachers regarding the previous session to monitor progress on student achievement.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant King Center Charter School a Full-Term Subsequent Renewal of five years.



A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 7-19'. At the bottom of the image, there are four small white boxes, each containing a letter and a corresponding category name: 'AP ACADEMIC PERFORMANCE', 'CP COMPLIANCE PERFORMANCE', 'CS COMMUNITY SATISFACTION', and 'SD STUDENT DEMOGRAPHICS'.

DP

DATA PRESENTATION

PAGES: 7-19

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

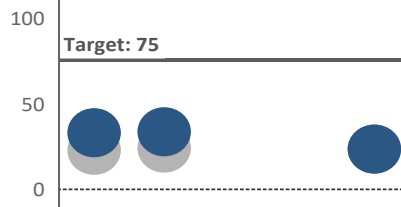


ACADEMIC PERFORMANCE

KING CENTER CHARTER SCHOOL

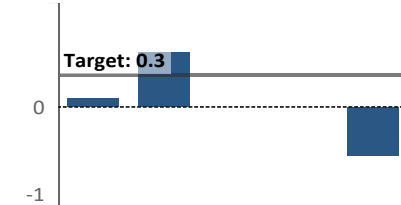
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	23	34
2019	3-8	25	34
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	24	24

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.07
2019	3-8	0.52
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.49

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	50.1
2019	48.5
2020	N/A
2021	N/A
2022	N/A

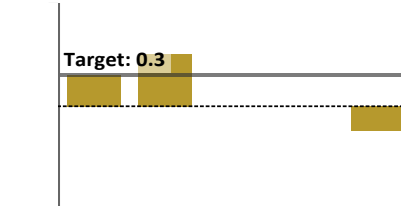
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	21	35
2019	3-8	21	35
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	16	17

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.31
2019	3-8	0.50
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.23

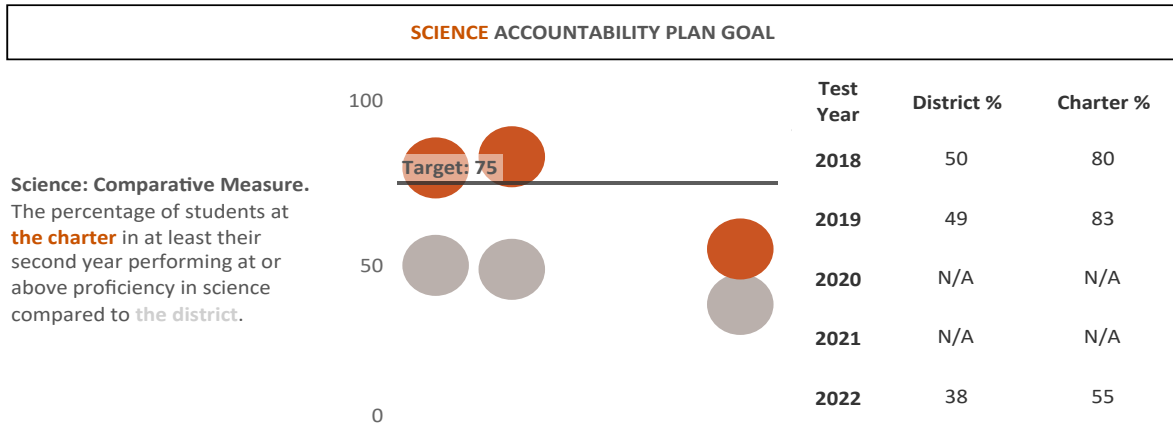
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	49.8
2019	46.0
2020	N/A
2021	N/A
2022	N/A

ACADEMIC PERFORMANCE

KING CENTER CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	51	45	31
Tested on State Exam	34	33	23
Charter Percent Proficient on ELA Exam	17.6	21.2	8.7
District Percent Proficient	8.5	8.7	7.2
ELL Enrollment	18	13	16
Tested on NYSESLAT Exam	18	13	16
Charter Percent 'Commanding' or Making Progress	33.3	30.8	6.3

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

King Center came close to meeting its key academic Accountability Plan goals in ELA and mathematics over the majority of its subsequent five year charter term in years in which credible state assessment data are available. The SUNY Trustees required King Center to meet conditions on the charter’s renewal in 2017-18 to be eligible to apply for a subsequent renewal this year. The charter met those conditions in 2018-19, the final year when the conditions remained applicable before the COVID-19 pandemic disrupted the availability of state assessment outcome data. King Center also came close to meeting its science goal and met its Every Student Succeeds Act (“ESSA”) goal over the term.

In 2017-18 and 2018-19, King Center’s students enrolled in at least their second year posted proficiency rates in ELA and mathematics that surpassed the district performance each year. Notably, the charter outperformed the district by 14 percentage points in mathematics in both years. The charter posted positive effect sizes in both subjects each year indicating that in comparison to schools across the state enrolling similar percentages of economically disadvantaged students, King Center performed at least slightly higher than expected. King Center posted mean growth percentiles that came close to the target of 50 in both ELA and mathematics each year. In 2021-22, the charter posted baseline state exam results that were lower than expected compared to demographically similar schools and approximately the same as the district.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate the charter’s academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the charter demonstrated academic success against key academic Accountability Plan goals using the nationally normed NWEA MAP (“MAP”) assessment. In 2021-22, the charter’s tested students posted a median growth percentile just under the target of 50 in ELA. In mathematics, the charter posted a median growth percentile of 61 exceeding the target.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

King Center has a clear assessment system, based on regularly administered MAP, Fountas and Pinnell Benchmark Assessment System (“F&P”), and curriculum-based assessments, that aligns with state performance standards. In the last two years, King Center implemented a data dive schedule that provides teachers with regular opportunities to access student performance data, review assessments with instructional coaches, and plan modifications to lesson delivery based on results. Such systems promote a data driven mindset throughout the school and a belief that effective data analysis supports student learning.

Instructional leaders expect, and teachers consistently create, small group instruction and intervention activities based on assessment results. In the 2022-23 school year, the charter modified its academic schedule to include additional time for small group instruction in response to results on the spring 2022 ELA and mathematics state assessments. The Institute observed small group instruction and intervention in nearly all classroom observations conducted at the time of the visit. Teachers plan various levels of intervention based on student needs, and thus provide differentiated support to students throughout each school day. While data based differentiation in small group instruction was prevalent across the charter, the Institute did not observe teachers assess students in the moment during whole group instruction and adjust lesson delivery as needed. King Center can continue to build on a culture of data driven instruction and data analysis routines to support teachers in using assessment results collected during class to immediately adjust lesson delivery to support student learning.

King Center uses assessment results to formally evaluate teacher effectiveness and expects that all teachers contribute to student growth throughout the academic year. Instructional coaches meet regularly to support teachers in analyzing data. However, the charter did not have a set of shared goals for academic growth that drive coaching and professional development strategies. As a result, data dive meetings have varied impact on instruction. Instructional leadership, in conjunction with the board of trustees, have the opportunity to set goals for academic growth that guide decision making and how instructional team members use data to inform instruction.

CURRICULUM

King Center has standards aligned curriculum across all core subject areas that supports teachers with instructional planning. In the current charter term, the school made significant improvements to supporting documents and systems that support teachers in planning and the use of data to adjust instruction. The charter is presently in the process of reviewing and revising the ELA curriculum at the time of the renewal visit.

The charter uses various commercially available and standards aligned materials to support instruction. Presently, the charter develops its ELA curriculum using Next Generation ELA Standards. Teachers also use a variety of supplemental materials to support the ELA program including Words Their Way, LLI, and the Heggerty phonics program. Teachers use either Zearn or EngageNY modules for mathematics and Amplify for science. All

ACADEMIC PERFORMANCE

teachers regularly submit lesson plans and receive feedback from academic leaders. Leaders meet regularly with new or struggling teachers to support lesson planning and delivery. However, leaders do not consistently extend this practice to all teachers. Leaders continue to develop and strengthen systems for selecting and reviewing curricular materials and support teachers in lesson delivery aligned with the provided curricular materials. King Center has the opportunity to increase the instructional leaders' instructional knowledge, which could improve the depth and extent of feedback to teachers on lesson development and delivery.

In the present charter term, instructional leaders developed learning objective guides ("LOGs") to align instruction with rigorous, standards-based curricula. The LOGs provide a scope and sequence for daily instruction, re-teaching, assessments, and review. The instructional leadership team regularly reviews and revises LOGs to ensure fidelity to curricular materials and state standards. Teachers rely on and refer to LOGs in each content area to guide lesson planning. As a result, teachers deliver purposeful lessons aligned with standards and other classes within the grade, which ensures students in different classes are progressing at similar rates.

Through document review and classroom observations conducted at the time of the visit, the Institute did not observe materials or lessons of sufficient rigor to raise student achievement. Teachers and leaders expressed ongoing tension between students' current performance due to interrupted instruction and striving toward the rigor of grade level assessments and often revised materials to decrease rigor to meet students' needs. In the next charter term, if renewed, King Center can strengthen its internal processes for reviewing and revising curricula to ensure curricular materials support teachers in preparing rigorous lessons that focus on accelerating learning.

PEDAGOGY

King Center teachers establish warm, welcoming classroom environments in which students demonstrate high levels of engagement, and leaders recognize areas of improvement to develop high quality instruction consistently across classrooms. Teachers present clear and purposeful objectives aligned to the charter's curricular program. When more than one teacher is present, teachers have a clear delineation of responsibilities and work closely in either one on one conferences or small groups of students. Most teachers utilize effective routines and procedures to demonstrate a sense of urgency during lessons. King Center began implementing Leaders In Me, a social emotional learning curriculum, during the charter term, and teachers deliver instruction with this curricular framework in mind to build students' social emotional skills. Teachers utilize aspects of the program to build opportunities for students to speak about emotions and experiences and connect with one another, especially crucial after spending the past few years in hybrid instruction.

In building King Center's plan to mitigate interrupted instruction, leaders focus on building more opportunities for small group instruction and intervention programming into the daily schedule. Teachers utilize small group instruction in a variety of ways including to support students with foundational standards and to remediate learning from the day's lessons. When supporting in small group instruction, teachers effectively check for understanding and adjust instruction to support student needs. During whole group learning, King Center has the opportunity to support teachers with conducting full group checks for understanding to make in the

ACADEMIC PERFORMANCE

moment instructional decisions about who needs further and immediate support with learning. Leaders recognize a need to improve the rigor across lessons including ensuring students have consistent opportunities to attempt work on grade level and raising expectations for what students can and should be doing during lessons.

INSTRUCTIONAL LEADERSHIP

King Center’s instructional leadership team consists of the principal, assistant principal, and two co-directors of curriculum and instruction. Leaders establish an environment of high expectations for first year teachers as leaders provide consistent and targeted support to further the growth and development. The assistant principal provides consistent support to teaching assistants to support with growing skills. While such developmental structures are in place for new teachers and teaching assistants, other teachers report a lack of consistency in receiving formal observations. Individual data meetings, facilitated by a co-director of curriculum and instruction, provide veteran teachers with the opportunity to analyze student performance and plan for interventions to move students toward mastery. The school leaders are considering how to shift these coaching meetings to ensure teacher follow through with the next steps from each data meeting. King Center hosts weekly staff meetings. However, teachers report that these meetings and grade level meetings are not consistently an effective professional learning opportunity. School leaders are considering how to be more intentional about schoolwide professional development opportunities in order to facilitate sessions that respond to schoolwide trends in student performance, needs for teacher and leader development, and an effort to provide the same level of expectations for performance and accountability for novice and veteran teachers alike.

AT RISK PROGRAM

King Center meets the educational needs of at-risk students. The charter has clear procedures for identifying at-risk students. For its Response to Intervention (“RTI”) program, the charter reviews student records from the previous year to start interventions as soon as the school year starts. As beginning of the year diagnostic data become available, leaders and teachers review achievement data to determine students who require tiered supports. Throughout the school year, teachers can refer students to the student support team (“SST”) through early warning indicator (“EWI”) data meetings to review performance data and add students to the intervention caseload. The school conducts regular progress monitoring of students in the RTI process during the monthly EWI meetings, and if students do not make progress after a six to eight week period, they are referred to the district committee on special education (“CSE”) for testing for eligibility for special education services. For ELLs, the charter gives students a home language survey then interviews students who indicate a language other than English is spoken at home. If the interview deems a student could be an ELL, the ELL teacher administers the New York State Identification Test for English Language Learners (“NYSITELL”).

For students struggling academically, King Center implements a wide range of supports. Two coordinators lead the mathematics and ELA intervention teams. The teams consist of multiple interventionists who divide responsibilities of support for pull-out small group intervention sessions across grade levels. The charter provides interventions through the use of programs like LLI, Words Their Way, and Heggerty Phonics for ELA

ACADEMIC PERFORMANCE

and NumberWorld for mathematics. The team meets in cohort meetings once a week to discuss student progress, and the coordinators work closely with classroom teachers during EWI meetings to share progress and diagnose any new students who are eligible for intervention.

For students with disabilities, King Center offers direct and indirect consultant teacher services, resource room, and related services. Special education teachers coordinate closely with classroom teachers through informal meetings to discuss lesson plans and student progress. For consultant services, special education teachers review lesson plans and find ways to adapt learning experiences for students in the general education classroom. For resource room, special education teachers review students' individualized education program ("IEP") goals closely and determine specific lessons to support students with meeting IEP goals. The supports in place for students with disabilities have historically demonstrated success as King Center students with disabilities performed at double the proficiency rate as district peers on the 2017-18 and 2018-19 state tests.

For ELLs, the charter utilizes multiple resources that align with specific learning needs and English language proficiency levels of ELLs. The charter primarily utilizes National Geographic Reach for its main programming, and for ELLs who exhibit higher needs for learning will receive individualized supports based on the Independent Reading Level Assessment ("IRLA") program. The charter employs one ELL teacher at the time of the visit, and leaders closely monitor enrollment patterns and an influx of immigrant students into the neighborhood and are prepared to expand the ELL program if more ELLs enroll at the charter.

During professional learning pre-service days, the at-risk program team presents training and sessions on a variety of topics to support general education teachers with at-risk programming. Teachers review IEPs and English language proficiency levels as well as the entire RTI process. Special education teachers and the ELL teacher sit with teachers to review individual student goals and needs. Leaders recognize a need to provide more professional learning focused on differentiation strategies to build better practices in general education classrooms.

ORGANIZATIONAL CAPACITY

King Center works effectively to deliver the educational program. There are clear systems in place that support staff members in understanding each leader's role and responsibilities as well as where to go for specific needs. Within this most recent charter period, the board hired an executive director to serve as the principal's direct supervisor and to lead the day-to-day non-instructional aspects of managing the organization. Under the executive director's leadership, the finance director provides teachers with an annual budget to purchase supplies while teachers also receive consumable schoolwide supplies from a central location. There are processes in place to ensure that teachers have the resources needed to implement the educational program of the charter including the recent renovation of offices and classrooms and the installation of upgraded SmartBoards in instructional spaces. The charter's high teacher retention rate provides consistency for students and families. Families continue to enroll siblings or close family members of graduates, referred to as legacy students, as well as some grandchildren of families.

ACADEMIC PERFORMANCE

As the charter works to increase enrollment, there are multiple strategies underway to attract new families, which include leveraging current families to spread the word within family networks. Families who are new to the neighborhood, some by way of recently migrating to the country, receive outreach via partnerships with community organizations and making connections with local places of worship. The website translates into five languages, targeting new families that speak languages other than English. The charter is also filming a commercial, which will highlight the school's offerings. The caring culture, buttressed by a points and demerits system that promotes positive behaviors, will be on display as well as the sports activities, which families cited as a key to keeping students engaged and striving toward excellence so that they are able to participate.

BOARD OVERSIGHT & GOVERNANCE

The King Center board has improved its practices since the previous renewal and works effectively to achieve the charter's Accountability Plan goals. At the last renewal, the board was surprised to receive conditions on its renewal, and this served as a call for members to improve the governance and oversight of the charter program. The board went through board training with the Institute, and developed improved reporting systems from the school to the board. Another action the board took was to hire an executive director to unload many of the operational aspects from the list of principal's responsibilities. The board also made the decision to utilize the full board as a part of its education committee to ensure that all members have awareness of the progress and achievements of the academic program. Therefore, the board has met two times a month the past few years first as the education committee and then as the full board to discuss other matters. The board also improved practices around consistent data reporting and continues to work to create a consistent data dashboard for charter leaders to present to the board. The board also created an evaluation tool to evaluate the executive director. The board is in process of creating a formal board self evaluation tool. Over the charter term, the board contracted with consultants and conducted other types of reviews of itself to identify specific areas for development and improvement.

As the board is improving its practices, it also recognizes a need to establish a clear strategic plan. The board identifies that it will engage with an external firm to conduct this work beginning in January 2023. In regard to priorities for an upcoming strategic plan, the board prioritizes a focus on improving the academic program and continuing to serve as a safe and welcoming option for Buffalo City families. One area the board has not yet specified is any specific or targeted goal for improvement on the New York State tests. Without specific goals in mind, the board does not demonstrate urgency to drive improvement of the academic program.

COMPLIANCE REPORTING



HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

KING CENTER CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and NYSED on time but has not posted the most recent report to its website as required under the Act. The annual audit has also not been incorporated into charter's website postings in accordance with the charter and the Act. The Institute will ensure the charter posts its most recent annual report with audit prior to the start of the next charter term.

Code of Ethics/Conflict of Interest Policy

At the time of the renewal submission, the education corporation's code of ethics and conflict of interest policies were missing several required components. The school updated its policies and expects to approve the new policies at the next scheduled board meeting. The Institute will review the updated policies to ensure compliance.

FOIL

The charter has an appropriate FOIL policy and subject matter list clearly posted to its website. The subject matter list needs to be updated to include a link the New York State Committee on Open Government.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit the charter was within the allowable limit and all uncertified teachers met the appropriate qualifications under the Act. The education corporation tracks individual progress toward certification and leverages relationships with SUNY Buffalo State College and Canisius College to promote the charter to students in the teaching programs.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data

The Institute reviewed responses from King Center’s spring 2022 family survey. The charter conducts an annual family survey to gauge family participation and satisfaction. For 2021-22, 20% of families who received the survey responded. The survey largely consisted of open ended questions, and families expressed high levels of satisfaction and provided the charter with constructive feedback. Families appreciate the welcoming environment the charter establishes.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The seven families in attendance expressed high levels of satisfaction with King Center. Families expressed the culture of the school is welcoming and allows students to feel a part of the larger community. Families also appreciate that staff members go above and beyond to provide a nurturing environment.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The Buffalo City School District held its required hearing on King Center’s renewal application on October 5, 2023 at the district offices. The charter leader provided an overview of the history of the school, student demographics, achievement data, and staff member demographics and attrition. The Buffalo City board of education asked questions regarding if the students walked to school, student and staff member demographics, and spending on academic program.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 87% of King Center students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

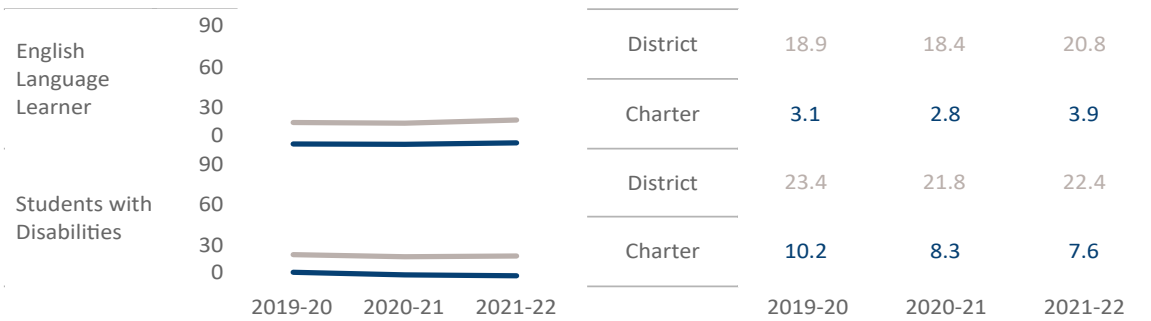


STUDENT DEMOGRAPHICS

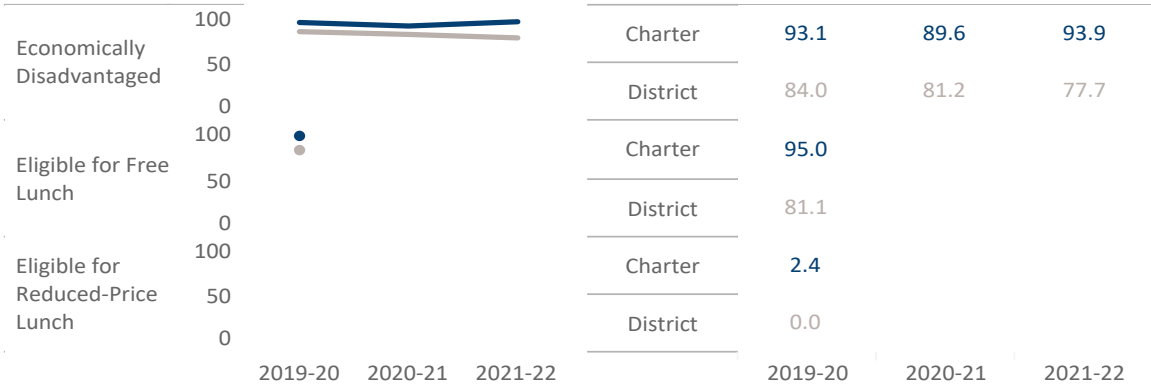
King Center Charter School

Buffalo City School District

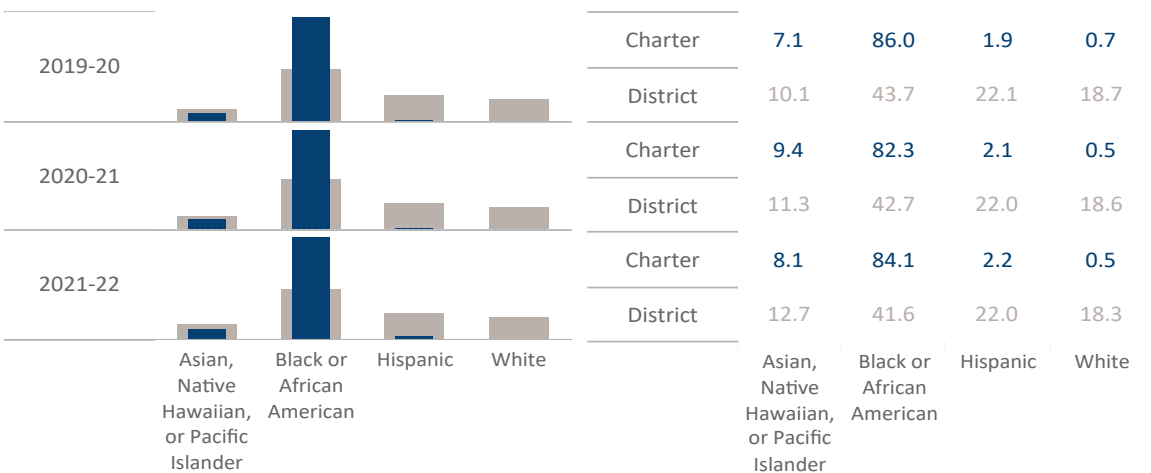
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

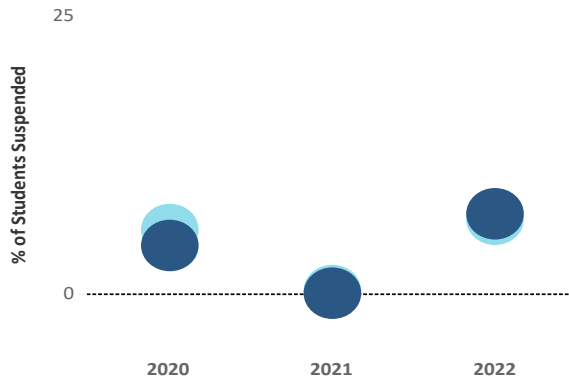


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

King Center Charter School



Buffalo City School District

	ISS Rate	OSS Rate
2020	5.9	4.5
2021	0.5	0.2
2022	6.8	7.3

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total 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.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

2019-20	86.0
2020-21	89.0
2021-22	87.1

Expulsions: The number of students expelled from the charter each year

	2020	2021	2022
	0	0	0

King Center Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	85.6	93.9
	English language learners	12.3	4.2
	students with disabilities	20.9	7.6
retention	economically disadvantaged	95.1	87.4
	English language learners	95.3	50.0
	students with disabilities	95.2	87.1

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

King Center makes good faith efforts to meet its enrollment and retention targets. The charter uses the following strategies to recruit students:

- Utilizing King Center's facility as a community hub for activities that involve the local community;
- Advertising the charter's program in print, on television, and over the radio;
- Partnering with Enroll Buffalo to share out information and the application for King Center;
- Utilizing families to support with recruitment of students;
- Highlighting the program's ELL and special education programs in all promotional materials;
- Translating materials into languages other than English; and,
- Providing open houses and information to prospective families.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

King Center is fiscally sound based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	JUNE 2022

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+

FISCAL ANALYSIS

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. **+**

Grant expenditure reports. **+**

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	+
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	N/A

The education corporation reported operating surpluses and demonstrated continued fiscal strength. The fiscal dashboard for June 30, 2022 reflects fiscally strong with approximately \$8 million in net assets and 3.5 months of cash on hand to pay liabilities due shortly. King Center has funded and maintained the required \$75,000 in a separate dissolution account as per the charter agreement.

FISCAL ANALYSIS

KING CENTER CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2000-01

Assets

Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - GRAPH 1	4,176,846	4,462,110	4,716,863	3,716,207	2,082,871
Grants and Contracts Receivable	97,368	168,390	262,709	390,502	1,133,822
Accounts Receivable	-	-	-	23,003	-
Prepaid Expenses	9,546	12,984	30,457	23,003	21,497
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	4,283,760	4,643,484	5,010,029	4,152,715	3,238,190
Property, Building and Equipment, net	2,562,388	2,774,530	3,201,856	4,227,618	4,442,173
Other Assets	75,028	75,000	75,000	75,000	1,289,873
Total Assets - GRAPH 1	6,921,176	7,493,014	8,286,885	8,455,333	8,970,236

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	46,256	170,699	39,203	57,548	179,656
Accrued Payroll and Benefits	625,054	722,385	706,288	699,990	784,766
Deferred Revenue	43,134	2,363	60,403	39,926	569
Current Maturities of Long-Term Debt	88,712	92,216	95,858	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	24,551	-
Total Current Liabilities - GRAPH 1	803,156	987,663	901,752	822,015	964,991
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	212,625	120,409	944,651	-	-
Total Liabilities - GRAPH 1	1,015,781	1,108,072	1,846,403	822,015	964,991

Net Assets

Without Donor Restrictions	5,905,395	6,309,442	6,440,482	7,610,315	7,980,245
With Donor Restrictions	-	75,500	-	-	25,000
Total Net Assets	5,905,395	6,384,942	6,440,482	7,610,315	8,005,245
Total Liabilities and Net Assets	6,921,176	7,493,014	8,286,885	8,432,330	8,970,236

ACTIVITIES

Operating Revenue

Resident Student Enrollment	5,602,645	5,582,978	5,527,615	5,273,928	5,189,468
Students with Disabilities	290,132	203,482	188,665	168,605	166,434
Grants and Contracts					
State and local	125,752	120,420	170,268	239,496	226,053
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	6,018,529	5,906,880	5,886,548	5,682,029	5,581,955

Expenses

Regular Education	3,787,374	4,117,024	4,386,128	4,408,004	5,495,202
SPED	414,998	405,575	423,802	391,775	411,827
Other	56,474	52,841	59,434	61,892	64,344
Total Program Services	4,258,846	4,575,440	4,869,364	4,861,671	5,971,373
Management and General	1,028,570	1,211,884	1,276,886	1,253,128	1,271,245
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,287,416	5,787,324	6,146,250	6,114,799	7,242,618
Surplus / (Deficit) From School Operations	731,113	119,556	(259,702)	(432,770)	(1,660,663)

Support and Other Revenue

Contributions	-	500	-	-	25,000
Fundraising	-	-	-	-	-
Miscellaneous Income	9,873	10,187	7,371	937,506	1,238
Net assets released from restriction	331,080	349,304	307,871	665,097	2,029,355
Total Support and Other Revenue	340,953	359,991	315,242	1,602,603	2,055,593

Total Unrestricted Revenue

6,359,482	6,266,871	6,202,290	7,284,632	7,612,548
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Total Temporarily Restricted Revenue

-	-	(500)	-	25,000
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Total Revenue - GRAPHS 2 & 3

6,359,482	6,266,871	6,201,790	7,284,632	7,637,548
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Change in Net Assets

1,072,066	479,547	55,540	1,169,833	394,930
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Net Assets - Beginning of Year - GRAPH 2

4,833,329	5,905,395	6,384,942	6,440,482	7,610,315
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Prior Year Adjustment(s)

-	-	-	-	-
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Net Assets - End of Year - GRAPH 2

5,905,395	6,384,942	6,440,482	7,610,315	8,005,245
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FISCAL ANALYSIS

KING CENTER CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	746,013	877,267	3,171,981	899,054	888,643
Instructional Personnel	2,772,375	2,988,058	926,985	3,113,964	3,484,970
Non-Instructional Personnel	42,436	39,096	44,250	46,142	48,000
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,560,824	3,904,421	4,143,216	4,059,160	4,421,613
Fringe Benefits & Payroll Taxes	621,232	682,968	764,197	735,123	751,889
Retirement	301,294	355,608	335,156	348,788	385,212
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	29,671	16,712	43,877	41,743	78,156
Professional Fees, Consultant & Purchased Services	40,628	50,152	39,705	34,345	27,011
Marketing / Recruitment	15,369	43,136	35,168	49,079	17,407
Student Supplies, Materials & Services	100,132	186,080	151,941	134,818	581,245
Depreciation	159,456	168,458	186,412	188,313	194,081
Other	458,810	379,789	446,578	523,429	786,004
Total Expenses	5,287,416	5,787,324	6,146,250	6,114,798	7,242,618

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	432	459	459	459	459
Final Chartered Enrollment (includes any revisions)	432	459	459	459	459
Actual Enrollment - GRAPH 4	442	420	424	420	409
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: BUFFALO CITY SD

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	13,005	13,350	13,494	13,200	13,308
	3.8%	2.6%	1.1%	-2.2%	0.8%

PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	13,613	14,073	13,886	13,521	13,643
Other Revenue and Support	771	858	744	3,814	5,024
TOTAL - GRAPH 3	14,385	14,931	14,629	17,335	18,667

Expenses

Program Services	9,633	10,901	11,486	11,569	14,594
Management and General, Fundraising	2,327	2,887	3,012	2,982	3,107
TOTAL - GRAPH 3	11,960	13,789	14,498	14,551	17,701
% of Program Services	80.5%	79.1%	79.2%	79.5%	82.4%
% of Management and Other	19.5%	20.9%	20.8%	20.5%	17.6%
% of Revenue Exceeding Expenses - GRAPH 5	20.3%	8.3%	0.9%	19.1%	5.5%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
7.5	7.1	26.5	6.5	5.9

Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
4.2	4.2	0.3	4.5	4.5

Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	3.0	2.7	3.0	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	3,480,604	3,655,821	4,108,277	3,330,700	2,273,199
As % of Unrestricted Revenue	54.7%	58.3%	66.2%	45.7%	29.9%
Working Capital (Current) Ratio Score	5.3	4.7	5.6	5.1	3.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	5.3	4.7	5.5	5.0	3.3
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.1	0.1	0.2	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	9.5	9.3	9.2	7.3	3.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

King Center’s plans for a future charter term are reasonable, feasible, and achievable. The program will continue implementing its effective academic program that has led the charter to meet or come close to meeting its Accountability Plan goals.

KING CENTER CHARTER SCHOOL

Plans for the Charter’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. The charter will continue implementing the successful elements of its academic program in a future charter term. King Center will continue implementing strategies to mitigate interrupted instruction to support with closing achievement gaps.

Plans for Board Oversight & Governance. King Center’s board members expressed interest in continuing to serve in a future charter term. The board may add new members in a new term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, King Center presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

King Center plans to remain in its owned facility through a next charter term as it provides ample program space and amenities for the long term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	459	459
Grade Span	K-8	K-8
Teaching Staff	43	45
Days of Instruction	180	180

King Center

Ax

APPENDICES

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KING CENTER CHARTER SCHOOL BOARD OF TRUSTEES

CO PRESIDENTS

Michelle A. Martin
 W. Scott Saperston

TREASURER

Carl Morgan

SECRETARY

Sharon M. Bradley

TRUSTEES

John F. Daly
 Maura Comerford Devlin
 Ryanelle Fuqua
 Corinne Kindzierski
 Michael P. McMahan

CHARTER LEADERS

PRINCIPAL

Antoinette Rhodes, Principal (2014-15 to Present)
Claity Massey, School Director (2000-01 to 2013-14)

EXECUTIVE DIRECTOR

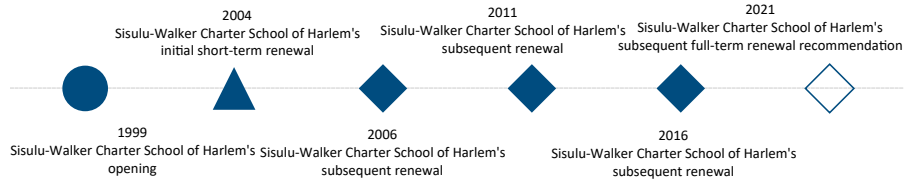
Tamaira Coleman, Executive Director (2019-20 to Present)
Keith Frome, Executive Director (2012-13 to 2014-15)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	459	420	91%	K-8
2019-20	459	424	92%	K-8
2020-21	459	420	91%	K-8
2021-22	459	409	89%	K-8
2022-23	459	411	90%	K-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year Visit	May 24, 2001
2001-02	Evaluation Visit	April 29, 2002
2002-03	Evaluation Visit	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 Visit	March 4, 2010
2011-12	Subsequent Renewal	May 22-23, 2012
2015-16	Evaluation Visit	April 27, 2016
2017-18	Subsequent Renewal	October 18-19, 2017
2022-23	Subsequent Renewal	December 8-9, 2022

CONDUCT OF THE RENEWAL REVIEW

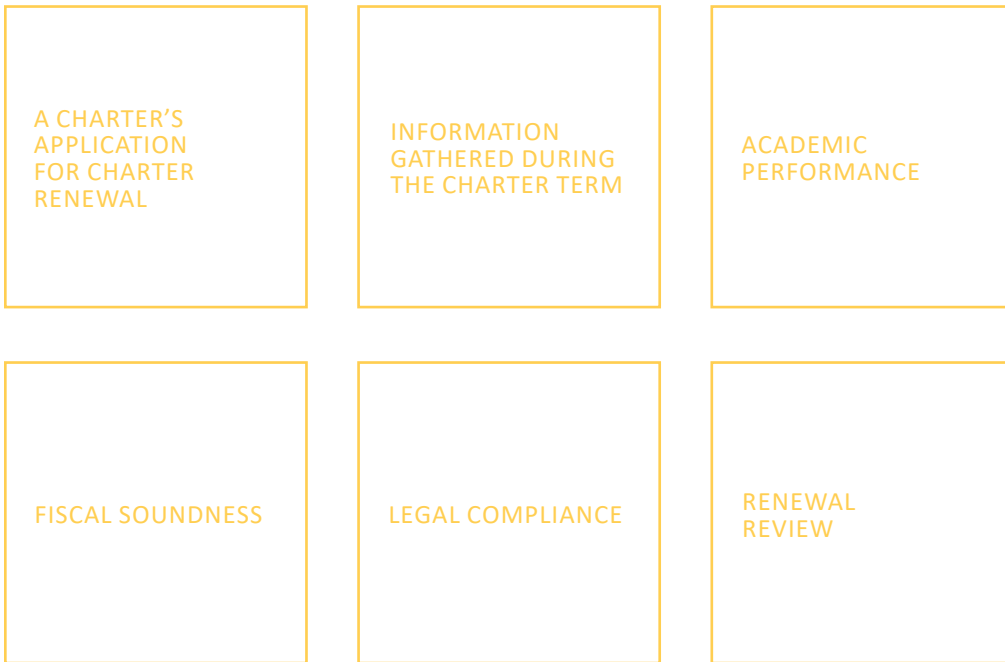
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 7-8, 2022	Andrew Kile	Managing Director of School Evaluation
	Erin Allen	Senior Analyst
	Dr. Carl-Anthony Watson	External Consultant

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute’s website](#).

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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