

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**KIPP ALBANY COMMUNITY
CHARTER SCHOOL**

VISIT DATE: MARCH 12–13, 2024
REPORT DATE: MAY 16, 2024

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to KIPP Albany Community Charter School (“KIPP Albany Community”) on March 12 – 13, 2024. 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 charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the charter and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, 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 Charter Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter cycle. Appendix B provides the SUNY Renewal Benchmarks.

This report serves as a summary of the school’s program based on a subset of the SUNY Renewal 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 does not indicate the Institute does not recognize the program’s overall effectiveness.





CHARTER BACKGROUND

KIPP ALBANY COMMUNITY CHARTER SCHOOL

65 Krank Street, Albany, NY | Grades: K-5 | Albany City School District
42 South Dove Street, Albany, NY | Grades: 6-8 | Albany City School District

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the charter for Albany Community Charter School on July 15, 2005. The school opened its doors in the fall of 2006, serving 104 students in Kindergarten and 1st grade. The SUNY Trustees approved Albany Community Charter School and True North Troy Preparatory Charter School to merge into the KIPP Tech Valley Charter School (“KIPP Tech Valley”) education corporation effective July 1, 2020 and July 1, 2022, respectively. The education corporation was renamed KIPP Capital Region Public Charter Schools (“KIPP Capital Region” or “the education corporation”), with a shared services agreement and the authority to operate three schools: KIPP Albany Community, KIPP Tech Valley, and KIPP Troy Prep Charter School (“KIPP Troy Prep”). The increased scale facilitated by the mergers and pursuant KIPP Foundation collaboration allows for enhanced regional support from a shared services team (the “region”) for each school in the areas of curricular development, student assessment, student enrollment, staff member recruitment, professional development, legal compliance, external relations, financial management, and technology support.

“ MISSION

The mission of KIPP Albany Community is to provide a high-quality educational experience for children in the Albany area by building a shared responsibility and commitment to student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love, and respect, giving them the ability to determine their future success in school and life. Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens, dedicated to the advancement of one’s self, one’s family and one’s community.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
672

Charter Expiration:
July 31, 2026



CHARTER BACKGROUND

KEY DESIGN ELEMENTS

An extended school day and year to allow for additional instructional time for all students;	+
Extended daily instructional time in English language arts (“ELA”) and mathematics;	+
Daily enrichment periods in which students have an option of various activities; and,	-
Frequent and easily accessible reports that allow teachers, parents, and students to easily track a student’s academic progress.	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In the two years with credible New York State assessment data since the COVID-19 pandemic interrupted instruction, KIPP Albany Community did not meet its ELA or mathematics goals. Based on this record of academic performance, the school's prospects for earning a renewal in the 2025-26 school year are currently in jeopardy. The Institute conducted a one day evaluation visit in spring 2023 and a two day evaluation visit in spring 2024 to assess the quality of KIPP Albany Community's educational program and contextualize the school's academic performance.

During the spring 2024 visit to KIPP Albany Community, the Institute found evidence of the school's improved response to assessment data, utilization of KIPP Capital Region's selected curricular programs, and rigor of instruction. However, organizational capacity, specifically the recruitment and retention of effective teachers, hinders the school's ability to execute strong instructional leadership practices and systems to support at-risk students. The staffing challenges are pronounced in the middle school program and have negatively impacted the overall quality of the educational experience offered by the school, despite improvements to systems and instructional quality in the elementary grades.

School and regional leaders recognize the need to urgently address staffing challenges to stabilize the middle school's staff member and student culture and implement the academic program as designed. While KIPP Albany Community demonstrates growth in the areas of assessment, curriculum, and pedagogy since the spring 2023 visit, the school must develop sustainable coaching and feedback systems, consistent at-risk programming, and enhanced organizational capacity structures to effectively support teachers and leaders. KIPP Albany Community has two years to demonstrate improvement to meet or come close to meeting its Accountability Plan goals ahead of its renewal review.

The Institute conducted the evaluation of KIPP Albany Community during the same week as an evaluation visit to KIPP Tech Valley due to low student achievement results at both schools. During evaluation visits in two consecutive years, the Institute again identified ineffective guidance and resource allocation from the regional shared services team to support the schools in meeting their Accountability Plan goals. As this report demonstrates, the region did not deliver the bare minimum level of staffing this school year, which led to both school and regional leaders serving in classrooms for the majority of the school year. Further, the region provided no effective, differentiated support to the school's leadership teams to address distinct challenges at each school site. For example, during the spring 2024 visit, the Institute found that the at-risk program at the middle school does not provide adequate services for the school's most vulnerable students due to a lack of vision for high quality instruction and centralized coordination from the region. In 2021-22 and 2022-23, no students with disabilities scored at or above proficiency on the state's ELA assessment.

ACADEMIC PERFORMANCE

2022-23 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Dossier to each school detailing the school’s progress toward meeting its Accountability Plan goals. Because the Act requires charters be held “accountable for meeting measurable student achievement results”² and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”³ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute’s website](#).

In 2022-23, the second year of the school’s charter term and third year of its current Accountability Period, KIPP Albany Community did not meet its key academic Accountability Plan goals in ELA or mathematics. The school did not meet the target for any of the five measures included under either goal. Based on this record of achievement, KIPP Albany Community must meaningfully improve its performance to make the best case for renewal.

In 2022-23, KIPP Albany Community did not meet its ELA goal. With only 26% of its students enrolled in at least their second year scoring at or above proficiency on the state’s 3rd – 8th grade ELA exam, the charter performed 49 percentage points below the absolute target of 75% and two percentage points below the Albany City School District (the “district”). KIPP Albany Community posted an effect size of -0.73 according to the Institute’s comparative performance analysis. This level of performance is lower than the target of 0.30 and indicates the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. KIPP Albany Community also did not meet the target for its growth measure in 2022-23 posting a mean growth percentile of 42. The level of growth indicates the school is not growing the learning of all students to catch up to grade level expectations.

In 2022-23, KIPP Albany Community did not meet its mathematics goal. That year, only 21% of students enrolled in at least their second year scored at or above proficiency on the state’s mathematics exam falling 54 percentage points below the absolute target of 75% and five percentage points below the district. KIPP Albany Community posted a mathematics effect size of -0.69 indicating that the school performed lower than expected in comparison to demographically similar schools across the state. The school posted a mean growth percentile of 47 which was under the target of 50. Notably, KIPP Albany Community continues to post large variation in proficiency rates across grade levels. For example, only seven percent of 6th grade students enrolled in at least their second year scored at or above proficiency while 33% of 8th grade students enrolled in at least their second year did so. The school must grow the learning of all students to make the best case for renewal.

1. 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. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

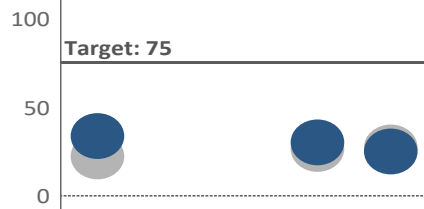


ACADEMIC PERFORMANCE

KIPP ALBANY COMMUNITY CHARTER SCHOOL

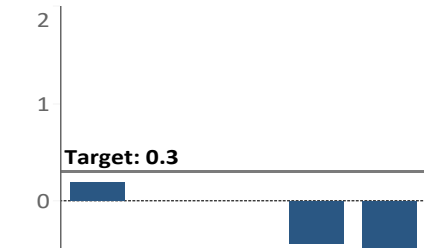
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



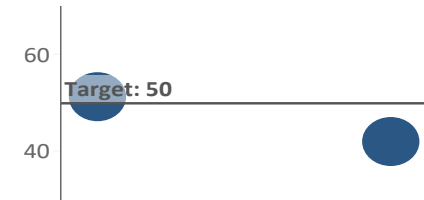
Test Year	Comp Grades	District %	Charter %
2019	3-8	23	34
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	27	31
2023	3-8	28	25

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	ED%	Effect Size
2019	3-8	85.2	0.19
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	77.5	-0.44
2023	3-8	83.6	-0.73

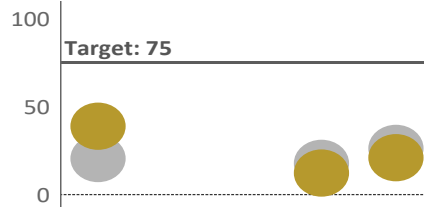
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	51.4
2020	N/A
2021	N/A
2022	N/A
2023	42.1

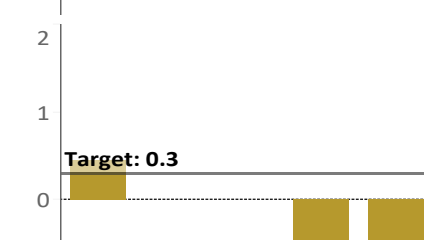
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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 %
2019	3-8	21	39
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	18	12
2023	3-8	26	21

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	ED%	Effect Size
2019	3-8	85.2	0.45
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	77.4	-0.85
2023	3-8	83.6	-0.69

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**.

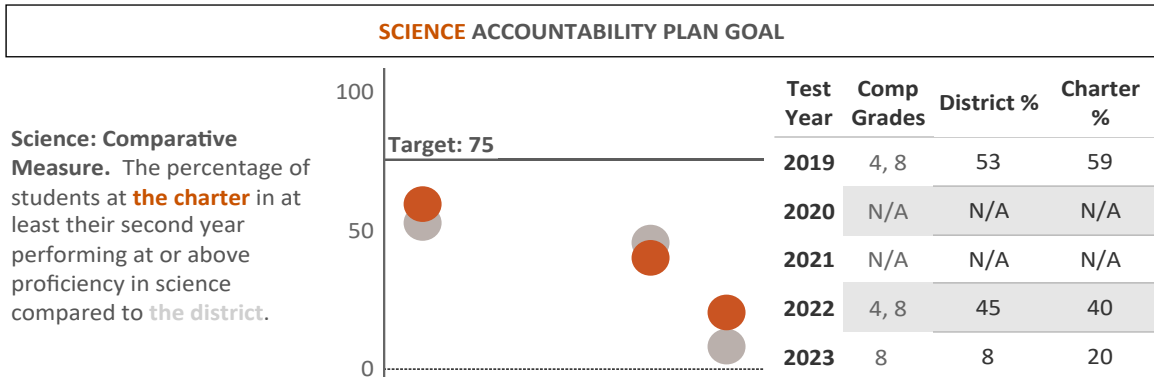


Test Year	Charter Mean Growth
2019	56.2
2020	N/A
2021	N/A
2022	N/A
2023	47.0



ACADEMIC PERFORMANCE

KIPP ALBANY COMMUNITY CHARTER SCHOOL



	TESTED PERCENTAGES					
	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	412	407	430	420	447	446
School Tested %	98.6%	98.1%	91.3%	89.6%	95.7%	95.7%
District Tested %	82.2%	78.7%	81.6%	72.7%	85.7%	83.1%

SPECIAL POPULATIONS PERFORMANCE*			
	2019	2022	2023
Students with Disabilities Tested on State Exam	5	8	14
Charter Percent Proficient on ELA Exam	s	0.0	0.0
District Percent Proficient	2.6	2.0	3.1
Tested on NYSESLAT Exam	8	6	19
Charter Percent 'Commanding' or Making Progress	37.5	33.3	36.8

* 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".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks, found in Appendix B, describe the elements an effective charter school must have in place at the time of renewal.⁵

ASSESSMENT

KIPP Albany Community implements a valid and reliable assessment system aligned to state standards, but does not fully use assessment data to drive intervention and remediation support for all middle school students. For diagnostic testing and benchmarking, the school administers i-Ready and interim assessments aligned to the New York State exams in ELA and mathematics three times per year. In Kindergarten – 2nd grade, teachers use the DIBELs assessment to monitor students' attainment of early literacy and phonics skills. The regional teaching and learning team creates interim assessments and holds schools accountable for the testing calendar, and the regional managing director of data and assessments compiles data dashboards for board members, regional leaders, and school leadership teams to inform analysis and action planning. In addition to benchmark measures, teachers use curriculum-embedded unit assessments and exit tickets to monitor student progress, along with checks for understanding and daily observations of student work to determine whether gaps in mastery are the result of skill and knowledge deficits or other external factors, such as attendance or unmet social and emotional needs.

Although teachers use assessment results to create leveled intervention groups under the guidance of instructional leaders, the effectiveness of intervention strategies and teachers' data responsiveness varies across the elementary and middle school programs. While the elementary program leverages small group instruction and communication between interventionists, special education teachers, and general educators, the middle school program lacks the staffing capacity to support the full array of needs for students below grade level. Similarly, while instructional leaders at the elementary level use assessment results to identify teachers' professional development needs and tier coaching frequency, coaching at the middle school is limited altogether by the staffing vacancies and coverage constraints. As such, teachers' ability to use the available data to meet students' needs during core content and intervention blocks is inconsistent throughout the academic program.

CURRICULUM

KIPP Albany Community has a clear curricular framework to guide teachers' instructional planning. The school uses Core Knowledge Language Arts ("CKLA") in Kindergarten – 2nd grade for foundational literacy instruction and KIPP Wheatley in 3rd – 8th grade for ELA, as well as Illustrative Math and Amplify Science. The

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

5. Additional details regarding the SUNY Renewal Benchmarks are available on the [Institute's website](#).

BENCHMARK SUMMARY

regional teaching and learning team provides scope and sequence documents and makes all unit materials available to teachers to create lesson plans. However, the region has not provided sufficient supporting tools and resources to accommodate the diversity of teachers' skills and student needs. While the school has implemented lesson internalization protocols to inform teachers' use of the available resources, some teachers, particularly in the upper grades, do not adapt the materials effectively to plan engaging lessons. High quality execution of the curricula is evident in some classrooms but is not present in all classrooms, as teachers demonstrate inconsistent depths of content knowledge to support their instructional delivery. Leaders and teachers also cite a need for differentiated coaching and robust supplemental intervention materials to ensure that students can access the grade level curricula.

KIPP Capital Region offers ongoing professional development for its curricular programs, and leaders and teachers indicate that they have opportunities to share feedback on potential ways to strengthen the materials. However, this feedback has not translated into substantive changes in structures to support all teachers in planning effective lessons. The elementary program adopted the promising practice of leveraging coaching staff members during grade level team meetings to guide teachers in internalizing lesson materials, identifying student misconceptions, and applying questioning strategies. However, due to capacity challenges at the time of the visit, middle school instructional leaders do not provide consistent feedback on lesson plans or maintain an effective coaching cycle for teaching staff to monitor curriculum implementation and the delivery of effective instructional practices.

PEDAGOGY

KIPP Albany Community has improved the quality of instruction since the Institute's spring 2023 visit. However, KIPP Capital Region has not sufficiently addressed staffing needs, which has resulted in a lack of consistency in teacher effectiveness across classrooms. Most lessons are structured in alignment with the curricular programs and maintain a cogent connection between objectives and activities, but teachers do not consistently employ techniques to assess student understanding. The use of whole group questioning, circulation during independent and group work, hand signals, and exit tickets is mostly present across the lessons, but teachers' choice of questions do not reliably provide meaningful insight into student progress and understanding.

Most teachers make efforts to optimize instructional time, but ineffective pacing, particularly in middle school lessons, results in lost learning time as teachers are not consistently effective at minimizing disruption and sustaining engagement during transitions. Middle school classroom culture is lacking given the school's urgent staffing challenges and instructional leaders' limited capacity to implement coaching cycles aligned to teachers' priority need areas.

Some lessons effectively challenge students to engage in problem solving and critical analysis, but staffing challenges hinder the ability of instructional leaders to coach and develop teachers' practice, resulting in inconsistencies in the quality of lessons across the elementary and middle school programs. In lessons where higher order thinking is implemented, students explore complex concepts, draw connections, and apply what they have learned in new ways. Conversely, in lessons where these opportunities are lacking,

BENCHMARK SUMMARY

students primarily engage in procedural tasks, limiting opportunities for developing deeper understanding and critical thinking skills. To ensure high quality learning experiences for all students, KIPP Capital Region must urgently improve its support to the school to allow for concerted and ongoing coaching for teachers, consistent alignment of instructional practices with instructional goals, and regular monitoring and evaluation of instructional strategies and teacher development.

INSTRUCTIONAL LEADERSHIP

KIPP Albany Community has clear instructional leadership teams in place but does not provide effective and consistent teacher development due to the region's inability to fill vacancies across the school. Both the elementary school and middle school sites have principals, assistant principals, and instructional coaches who set a vision for teaching and learning, clear expectations for teacher performance, and processes that would provide support for teachers to meet the vision and expectations. However, leaders are not able to support teachers effectively because vacancies and temporary leaves require leaders to cover teaching duties in classrooms. Regional directors and coaches are also covering classroom vacancies, exacerbating the school's challenges to providing effective coaching and support to school level leaders and teachers.

With the little capacity they have when not covering vacancies, leaders prioritize maintenance of school culture and teachers' compliance with lesson preparation routines. Although attention to these processes enables the school to deliver instruction daily, teachers lack the development they need to improve the effectiveness of instruction and quality student learning. Lesson observations at the middle school are not frequent enough to provide teachers with sustained feedback to improve instruction or specific goals to guide their development. Midyear student data corroborate the need for more sustained teacher coaching and consistent staffing in classrooms: KIPP Albany Community's midyear assessment results show most students are performing below benchmark expectations for learning growth. Student learning is not likely to improve without consistent staffing and close, clinical coaching for all teachers. KIPP Capital Region's staff members face similar challenges: with several directors and managing directors covering teaching vacancies in classrooms, leaders report they receive little support and are not well positioned to meet performance goals this year.

Leaders and teachers focus on consistent lesson planning and professional development in the absence of effective coaching routines. Teachers submit lesson plans at least 10 days before delivering instruction, and leaders review plans and provide feedback. Teachers report the feedback is helpful, but inconsistent observations limit the effectiveness of instructional delivery. Regional staff members frequently provide professional development to school leaders and teachers. However, the sessions do not differentiate content to address teacher needs by grade level or to support the areas where teachers actually struggle. The region's professional development sessions primarily address strategies to effectively implement the new curricula and provide teachers and leaders limited time to confer about common challenges. The region misses opportunities to differentiate session content, drill down on more specific goals, and support teachers struggling with other aspects of their practice.

BENCHMARK SUMMARY

The school's staffing challenges and struggles to establish clear goals and expectations for all teachers prevents instructional leaders from holding teachers accountable for student performance. In some cases, coverage obligations necessitated leaders evaluating staff members using rubrics for positions outside of their official job duties. For instance, a principal was forced to evaluate another instructional leader using the performance rubric for teaching because most of the individual's time for the year was spent delivering classroom instruction.

AT-RISK PROGRAM

KIPP Albany Community does not maintain a consistent system of supports to meet the educational needs of at-risk students across the elementary and middle school programs. While the Kindergarten – 8th grade program uses appropriate procedures to identify students with disabilities, English language learners (“ELLs”), and students struggling academically, the quality and consistency of intervention programs for the middle school grades is lacking due to insufficient staffing and coverage systems. In addition, the school does not provide adequate professional development to help teachers meet students' needs or opportunities for collaboration between general education and at-risk program teachers.

In the elementary program, staff members use effective strategies to support students within the general education program, as interventionists and special education teachers routinely push into classrooms and pull students for small group instruction during daily intervention blocks. These teachers check in informally with general education teachers to modify lessons, implement accommodations, and develop resources for students on their caseload, but identify a need for designated collaboration time. Interventionists and special education teachers meet weekly with the director of student support to get feedback on lesson plans, debrief observations, and monitor student progress against established goals. The elementary school maintains a clear and codified response to intervention (“RTI”) process to gather data on how students are performing and make evidence-based referrals to the district committee on special education (“CSE”) when necessary.

By contrast, in the middle school program, special education and intervention teachers do not provide a consistent level of support to students during core instruction and intervention blocks due to coverage needs resulting from staffing vacancies. They are often pulled away to cover other responsibilities due to unfilled positions, absences, and leaves. Teachers are not aware of a defined data collection or referral process for students in need of additional support beyond the initial intervention assignments based from i-Ready data, and teachers struggle to deliver small group instruction consistently during designated intervention periods. At the time of the visit, staff members indicated that special education teachers were providing more consistent mandated services, but there were significant gaps and interruptions to delivery throughout the first half of the school year. The middle school at-risk program relies primarily on i-Ready data to monitor student progress but does not implement a cohesive system to support the full scope of student needs. The school has the opportunity to ensure all teachers are aligned on practices that drive growth for students with individualized education programs (“IEPs”) or those performing below grade level.

BENCHMARK SUMMARY

One ELL teacher supports students across the elementary and middle school programs using the RAZ-Plus Learning A to Z curriculum. Depending on students' New York State Identification Test for English Language Learners ("NYSITELL") and New York State English as a Second Language Achievement Test ("NYSESLAT") scores, the teacher provides push in and pull out services to support students in attaining reading, writing, listening, and speaking proficiency. The elementary school director of student supports oversees the ELL teacher to provide coaching and feedback on lesson plans, but the school does not facilitate training or collaborative time between general education teachers and the ELL program.

ORGANIZATIONAL CAPACITY

KIPP Albany Community's organizational capacity does not reliably support the delivery of the educational program as persistent staffing challenges compromise the effectiveness of instructional delivery, requiring more urgent attention from KIPP Capital Region. Throughout the first half of the school year, the region did not provide school leaders with a pool of candidates for vacant positions, reliable substitute teacher resources, or leader development in how to maximize staffing capacity in response to coverage needs. While KIPP Capital Region has acknowledged the staffing challenges, the region's response to the issue does not adequately support the needs of the school. Leaders and teachers are burdened with multiple responsibilities, limiting their capacity to address the nuanced educational, programmatic, and professional development needs of the school. School leaders in the elementary program implement structures to prioritize teacher coaching to support the delivery of the educational program as intended. However, in the middle school program, leaders do not effectively support teacher development or mitigate disruptions to student learning, as instructional leaders, teachers, special educators, culture team members, and operations team members are pulled to cover other responsibilities within the building.

The school establishes a co-leader model allowing principals to serve as the academic head of school while directors of operations manage the operational needs of each campus. The directors of operations have oversight over most of the operational responsibilities with the support of the operations teams, ensuring that teachers and families know who to go for what. Despite the potential strengths of this structure, teachers and leaders continue to report that they would benefit from enhanced support from KIPP Capital Region differentiated to the specific needs of the charter, staff members, and student population. Instructional leaders take on additional duties and are unable to provide consistent coaching and instructional supports to teachers, especially at the middle school level. The school has a discipline system, policies, and procedures that respond to the school's learning priorities at both the elementary and middle school level. However, the persisting staffing issues undermine effectiveness at the middle school level as leaders are unable to consistently respond to behavioral data to support the school's academic and culture goals.

While teachers and leaders have positive relationships and share the vision of the school, coaching and professional development remain inadequate for addressing students' academic and social-emotional needs because of the staffing gaps. The regional team has not yet introduced sufficient support to address the school's demonstrated needs or allocated the resources necessary to support the achievement of its academic or organizational goals.

BENCHMARK SUMMARY

BOARD OVERSIGHT & GOVERNANCE

KIPP Albany Community has not established a track record of meeting its Accountability Plan goals during the charter term. The board is implementing course corrections during the third year of the charter term to address the school's low performance but lacks a cogent strategy aligned to clear, measurable goals to do so.

The board and its committees receive sufficient data and information to monitor the school's academic, fiscal, and organizational health. The committee structure is appropriate to inform the business of the full board. Committees meet regularly and report out during regular meetings. Although regional staff members provide sufficient information, the board recognizes its need to request such information with clearer structures and succinct questions to the regional staff to make the information it receives more actionable. Without these structures in place, the board's routines are less effective than they would be otherwise.

Notwithstanding the board's general desire to improve academic and organizational performance across the education corporation and increase enrollment, it lacks clear organizational goals and a strategy to meet them. The board is responsible for overseeing the performance of KIPP Capital Region's executive director but its processes for doing so lacks sufficient clarity. The board bases its evaluation of the executive director on a set of competencies provided by the KIPP Foundation. Although the competencies align to common expectations for an executive director, they lack specific, targeted performance goals for the position. The board did not articulate clear goals and milestones that align to an overall strategic plan by which they expected the executive director to lead performance improvement for the organization despite recognizing the clear need for improvement.

KIPP Albany Community

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APPENDICES

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CO^A
CHARTER
OVERVIEW

PAGE Ax 1

SB^B
SUNY RENEWAL
BENCHMARKS

PAGE Ax 5



KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS BOARD OF TRUSTEES¹

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VICE CHAIR	Carl S. Young
Dr. Kimberly Young Wilkins	Ronald Mexico
TREASURER	Robert Bellafiore
Guy Alonge III	Dr. Don-Lee Applrys
SECRETARY	Jeffrey Buell
Sharif Kabir	Kelly Kimborough
	Amari Duncan

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	675	647	96%	K – 8
2020-21	675	672	100%	K – 8
2021-22	724	694	96%	K – 8
2022-23	724	683	94%	K – 8
2023-24	724	672	93%	K – 8

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

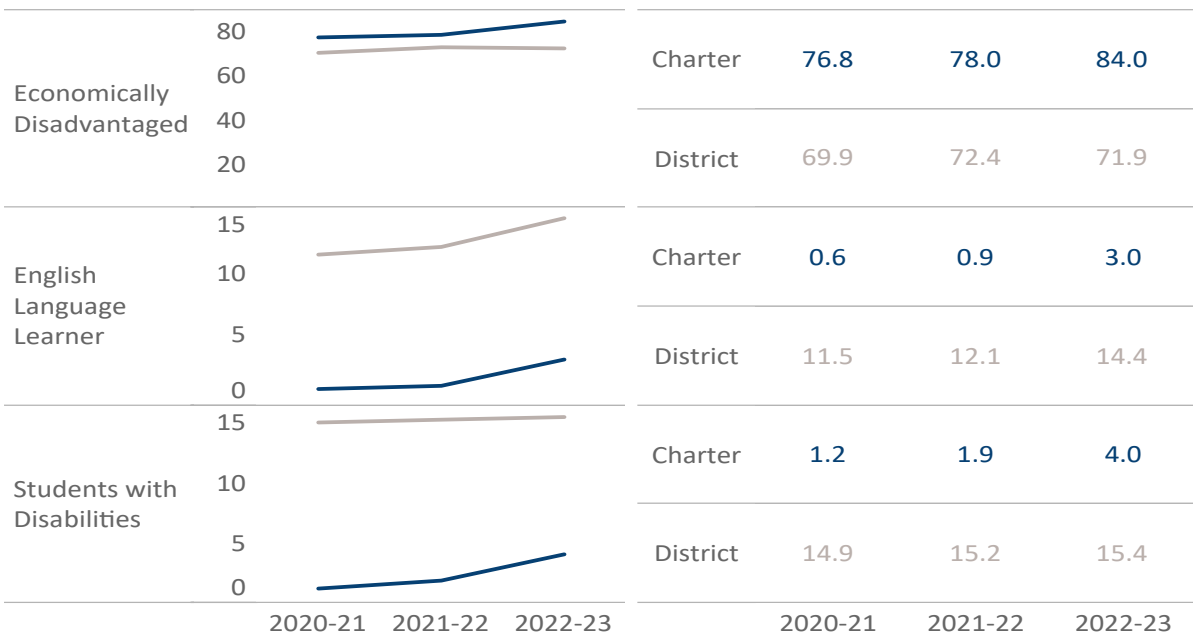
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



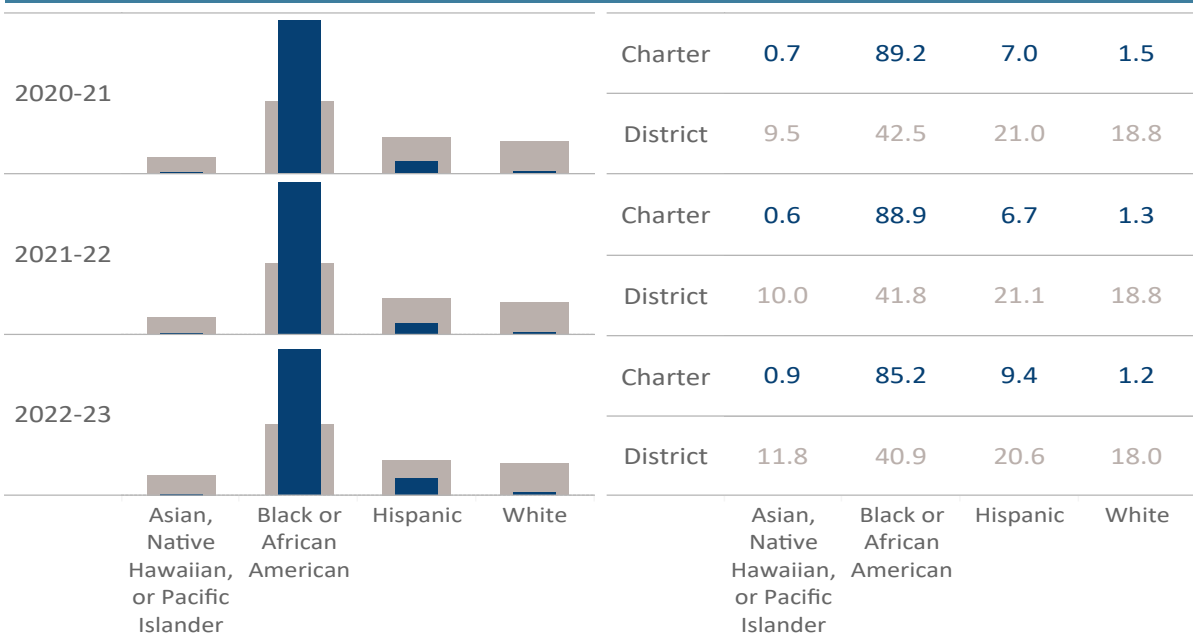
KIPP Albany Community Charter School

Albany City School District

Student Demographics: Sub-populations



Student Demographics: Race/Ethnicity

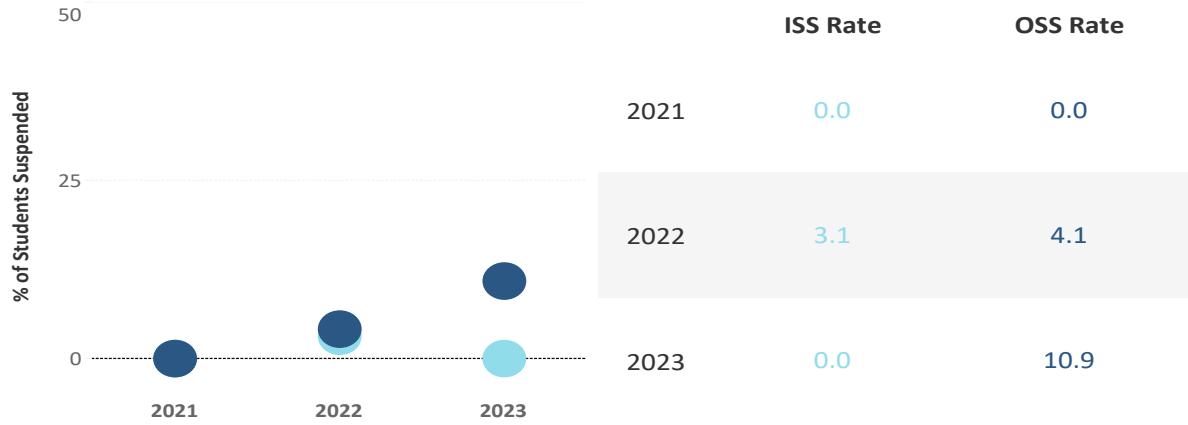


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



KIPP Albany Community Charter School

Albany City School District



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



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

Year	2021	2022	2023
Expulsions	0	0	0

KIPP Albany Community Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	73.8	84.0
	English language learners	10.6	3.0
	students with disabilities	9.9	4.0
retention	economically disadvantaged	92.4	76.8
	English language learners	95.4	100.0
	students with disabilities	93.5	55.6

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



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2006-07	First Year Visit	February 26, 2007
2007-08	Evaluation Visit	February 5, 2008
2008-09	Evaluation Visit	March 30 – 31, 2009
2009-10	Evaluation Visit	February 9, 2010
2010-11	Initial Renewal Visit	October 13 – 14, 2010
2015-16	Subsequent Renewal Visit	September 21 – 22, 2015
2017-18	Evaluation Visit	March 28 – 29, 2018
2018-19	Evaluation Visit	May 30 – 31, 2019
2020-21	Subsequent Renewal Visit	November 9 – 13, 2020
2022-23	Evaluation Visit	March 20, 2023
2023-24	Evaluation Visit	March 12 – 13, 2024

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 12 – 13, 2024	Katy Clayton	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Vickie Masséus	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	ACCOUNTABILITY PERIOD	ANTICIPATED RENEWAL VISIT
Subsequent	Fourth of Five Years	Fall 2025



VERSION 5.0, MAY 2012

INTRODUCTION

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

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

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

Precisely how the Institute uses the SUNY Renewal Benchmarks, during both the renewal process and throughout the charter period, is explained in greater detail in the Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University of New York (the “SUNY Renewal Practices”), available on the Institute’s website at: <http://www.newyorkcharters.org/renewal/>. Responses to frequently asked questions about the Institute’s use of the SUNY Renewal Benchmarks appear below:

- 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.

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.



- 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, teacher and community members is also available on the Institute’s website at: <http://www.newyorkcharters.org/renewal/>. Please do not hesitate to contact the Institute with any questions.



RENEWAL QUESTION 1 IS THE SCHOOL AN ACADEMIC SUCCESS?

1A – ACADEMIC ACCOUNTABILITY PLAN GOALS

OVER THE ACCOUNTABILITY PERIOD, THE SCHOOL HAS MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS.

The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas:

- 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.

1B – USE OF ASSESSMENT DATA

THE SCHOOL HAS AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING.

The following elements are generally present:

- 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.

1C – CURRICULUM

THE SCHOOL’S CURRICULUM SUPPORTS TEACHERS IN THEIR INSTRUCTIONAL PLANNING.

The following elements are generally present:

- 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.

1D – PEDAGOGY

HIGH QUALITY INSTRUCTION IS EVIDENT THROUGHOUT THE SCHOOL.

The following elements are generally present:

- 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.

1E – INSTRUCTIONAL LEADERSHIP

THE SCHOOL HAS STRONG INSTRUCTIONAL LEADERSHIP.

The following elements are generally present:

- the school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed;
- the instructional leadership is adequate to support the development of the teaching staff;
- instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers’ instructional effectiveness;
- instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels;
- instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers;
- professional development activities are interrelated with classroom practice;
- instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses; and
- instructional leaders hold teachers accountable for quality instruction and student achievement.



1F – AT-RISK STUDENTS

THE SCHOOL MEETS THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS.

The following elements are generally present:

- 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; and
 - the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.
-



RENEWAL QUESTION 2

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

2A – MISSION & KEY DESIGN ELEMENTS

THE SCHOOL IS FAITHFUL TO ITS MISSION AND HAS IMPLEMENTED THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER.

The following elements are generally present:

- the school faithfully follows its mission; and
- the school has implemented its key design elements.

2B – PARENTS & STUDENTS

PARENTS/GUARDIANS AND STUDENTS ARE SATISFIED WITH THE SCHOOL.

The following elements are generally present:

- 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.

2C – ORGANIZATIONAL CAPACITY

THE SCHOOL ORGANIZATION EFFECTIVELY SUPPORTS THE DELIVERY OF THE EDUCATIONAL PROGRAM.

The following elements are generally present:

- the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program;
- the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities;
- the school has a clear student discipline system in place at the administrative level that is consistently applied;
- the school retains quality staff;
- the school has allocated sufficient resources to support the achievement of goals;
- the school maintains adequate student enrollment;
- the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and
- the school regularly monitors and evaluates the school’s programs and makes changes if necessary.

2D – BOARD OVERSIGHT

THE SCHOOL BOARD WORKS EFFECTIVELY TO ACHIEVE THE SCHOOL’S ACCOUNTABILITY PLAN GOALS.

The following elements are generally present:

- 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.

2E – GOVERNANCE

THE BOARD IMPLEMENTS, MAINTAINS AND ABIDES BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES.

The following elements are generally present:

- the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;
- the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion;
- the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members;
- the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;
- the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter;



- the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner;
- the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion;
- the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and
- the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.

2F – LEGAL REQUIREMENTS

THE SCHOOL SUBSTANTIALLY COMPLIES WITH APPLICABLE LAWS, RULES AND REGULATIONS AND THE PROVISIONS OF ITS CHARTER.

The following elements are generally present:

- the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law;
- the school substantially complies with the terms of its charter and applicable laws, rules and regulations;
- the school abides by the terms of its monitoring plan;
- the school implements effective systems and controls to ensure that it meets legal and charter requirements;
- the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and
- the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.



RENEWAL QUESTION 3
IS THE SCHOOL FISCALLY SOUND?

3A – BUDGETING AND LONG RANGE PLANNING

THE SCHOOL 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:

- 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.

3B – INTERNAL CONTROLS

THE SCHOOL MAINTAINS APPROPRIATE INTERNAL CONTROLS AND PROCEDURES.

The following elements are generally present:

- the school follows a set of comprehensive written fiscal policies and procedures;
- the school accurately records and appropriately documents transactions in accordance with management’s direction, laws, regulations, grants and contracts;
- the school safeguards its assets;
- the school identifies/analyzes risks and takes mitigating actions;
- the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy;
- the school’s trustees and employees adhere to a code of ethics;
- the school ensures duties are appropriately segregated, or institutes compensating controls;
- the school ensures that employees performing financial functions are appropriately qualified and adequately trained;
- the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements;
- 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.

3C – FINANCIAL REPORTING

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.

The following reports have generally been filed in a timely, accurate and complete manner:

- annual financial statement audit reports including federal Single Audit report, if applicable;
- annual budgets and cash flow statements;
- un-audited quarterly reports of income, expenses, and enrollment;
- bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation regarding the level of special education services provided to students; and
- grant expenditure reports.

3D – FINANCIAL CONDITION

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).

The following elements are generally present:

- 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.



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 ACHIEVEABLE?

4A – PLANS FOR THE SCHOOL'S STRUCTURE

KEY STRUCTURAL ELEMENTS OF THE SCHOOL, AS DEFINED IN THE EXHIBITS OF THE APPLICATION FOR CHARTER RENEWAL, ARE REASONABLE, FEASIBLE AND ACHIEVABLE.

Based on elements present in the Application for Charter Renewal:

- 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.

4B – PLANS FOR THE EDUCATIONAL PROGRAM

THE SCHOOL'S PLANS FOR IMPLEMENTING THE EDUCATIONAL PROGRAM ALLOW IT TO MEET ITS ACCOUNTABILITY PLAN GOALS.

Based on elements present in the Application for Charter Renewal:

- for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school's educational program;
- for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and
- where the school will provide secondary school instruction, it has presented a set of requirements for graduation that students are likely to meet and that are consistent with the graduation standards set by the Board of Regents.



4C – PLANS FOR BOARD OVERSIGHT AND GOVERNANCE

THE SCHOOL PROVIDES A REASONABLE, FEASIBLE AND ACHIEVABLE PLAN FOR BOARD OVERSIGHT AND GOVERNANCE.

Based on elements present in the Application for Charter Renewal:

- 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.

4D – FISCAL & FACILITY PLANS

THE SCHOOL PROVIDES A REASONABLE, FEASIBLE AND ACHIEVABLE FISCAL PLAN INCLUDING PLANS FOR AN ADEQUATE FACILITY.

Based on the elements present in the Application for Charter Renewal:

- 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.

