

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY
ELMWOOD VILLAGE CHARTER
SCHOOL DAYS PARK*

*REPORT DATE: FEBRUARY 4, 2025
REVIEW DATE: JUNE 24, 2024*



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

40 Days Park, Buffalo, New York | Grades: K-8 | Buffalo City School District



MISSION

The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all children can and will learn at high levels when provided with the right learning conditions.

CURRENT CHARTER INFORMATION

Year Opened: 2006

Serves: Kindergarten – 8th

Chartered Enrollment: 450

Charter Expires on: June 30, 2025

PROPOSED FUTURE CHARTER INFORMATION

Serves: Kindergarten – 8th

Chartered Enrollment: 450

Charter Expiration: July 31, 2027

ELMWOOD VILLAGE CHARTER SCHOOLS BOARD OF TRUSTEES¹

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Patricia Anderson

Nicca Lebeda

Jennifer Bernacki-Smith

KEY DESIGN ELEMENTS

Small community;



Community alliances;



Low student to teacher ratio;



Longer daily schedule and school year;



1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS CONTINUED

More time on task;	+	Technology integration;	+
Interdisciplinary curriculum;	+	Responsive Classroom; and,	+
Parental involvement;	+	A diverse student population.	+

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

Renewal through July 31, 2027. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Elmwood Village Charter School Days Park through July 31, 2027 to align the renewal schedule of each charter in the education corporation. If renewed, the school will be granted the authority to provide instruction to students in such configuration as set forth in the charter’s Application for Renewal. The Institute makes this recommendation as Elmwood Village Charter School Days Park meets the requirements set forth in the Policies for 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”).²*

The table below presents information on the Institute’s plan³ to align the charter expiration dates of the charters under the education corporation. By the 2026-27 school year, the charter expiration dates for all charter schools in Elmwood Village Charter Schools will align. At that time, the Institute will conduct a full renewal review of all schools in the education corporation:

CHARTER	2024-25	2025-26	2026-27
Elmwood Village Charter School Days Park (“Elmwood Village Days Park”)	Charter Expiration		Alignment Year
Elmwood Village Charter School Hertel (“Elmwood Village Hertel”)			Alignment Year

EXECUTIVE SUMMARY

Elmwood Village Days Park is in its 19th year of operation in Buffalo, and has demonstrated a consistent record of high achievement in English language arts (“ELA”) and mathematics. The school is part of Elmwood Village Charter Schools (“Elmwood Village Schools” or the “education corporation”), which also operates Elmwood Village Hertel. The education corporation’s shared services provides operational services and supports across both schools, which allows school-based instructional staff members to focus on implementing the rigorous academic program and maintaining a positive school culture. The Elmwood Village Days Park instructional leadership team establishes high expectations for teaching and learning and provides comprehensive coaching to teachers.

In alignment with its mission and key design elements, Elmwood Village Days Park celebrates its socioeconomically and racially diverse student population with a variety of initiatives including researching culturally responsive pedagogical practices through the instructional staff’s social justice working group. Leaders work urgently to maintain the school’s priority of close-knit community bonds and strategically increased behavior and social-emotional supports in response to the challenges that emerged after the school closure due to COVID-19. For example, the assistant principal leads a team dedicated to identifying and deploying practices that demonstrate positive and healthy interactions among students.

2. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

3. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

EXECUTIVE SUMMARY

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?

Elmwood Village Days Park is an academic success and meets or comes close to meeting its Accountability Plan goals. The school consistently outperformed the local district in ELA, mathematics, and science over the charter term. The school prioritizes a rigorous curriculum, including an ELA program emphasizing phonics and knowledge-rich content. To support early literacy, Elmwood Village Days Park aligns its instruction to the science of reading for Kindergarten – 3rd grade, using tools to track teacher feedback and ensure continuous improvement. Leaders implement biweekly instructional rounds and coaching meetings, which ensure teaching is consistently high quality across classrooms.

Elmwood Village Days Park is committed to fostering an inclusive and supportive environment for all students. The school expanded its support systems for at-risk students, offering tailored small-group instruction and access to occupational, physical, and speech therapists. The student support team (“SST”) referral process ensures that students in need are promptly identified and assisted. The school also demonstrates success in the following ways:

- In ELA, Elmwood Village Days Park outperformed the district by at least 21 percentage points over the term. The school posted growth scores at or above the target of 50 in each year with data suitable for analysis.
- Elmwood Village Days Park posted mathematics proficiency rates that exceeded the district by at least 25 percentage points every year. Notably in 2023-24, the school’s mathematics mean growth percentile surpassed the target by six points.
- The school also posted science achievement that exceeded the district results each year. Notably in 2022-23, the school’s students enrolled in at least their second year posted a proficiency rate of 51% surpassing the district results by 36 percentage points.

Is the charter an effective, viable organization?

Elmwood Village Days Park is an effective and viable organization. To address increased demands as the education corporation grew in size, Elmwood Village Schools introduced the position of director of schools (“DOS”) to increase capacity across the two schools. The leadership team at the education corporation consists of the director of curriculum and instruction (“DCI”), director of operations (“DOO”), and DOS. This structure ensures that Elmwood Village Days Park’s school-based leaders receive effective management and support.

Elmwood Village Schools implements effective structures for board development and governance. The academic excellence committee regularly reviews instructional outcomes focusing on student growth, absolute achievement, and disaggregated trends for at-risk subpopulations. The culture committee addresses diversity, equity, and inclusion issues. The board’s finance and audit committee focuses on oversight of the school’s budget and annual audit.

EXECUTIVE SUMMARY

Is the charter fiscally sound⁴?

Elmwood Village Schools is fiscally sound based on the Institute’s review of the renewal documentation, as is its school Elmwood Village Days Park. Over the current charter term, Elmwood Village Schools has managed its enrollment revenue and expenses in a way that has resulted in three years of surpluses and an increase in net assets every year. The education corporation maintained strong enrollment numbers at both its charters and presents a reasonable and appropriate fiscal plan for the next charter term. The education corporation posted \$13.0 million in net assets and 3.6 months of cash on hand for short term expenses. The education corporation operates with a shared services agreement to provide direct and back-office services between both schools, such as support for leaders, curriculum development, data analysis, student recruitment and enrollment, human resources, and operations management. Elmwood Village Schools currently owns both of its facilities, which are mortgaged through a commercial bank and has a healthy cash reserve moving into the coming charter term.

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

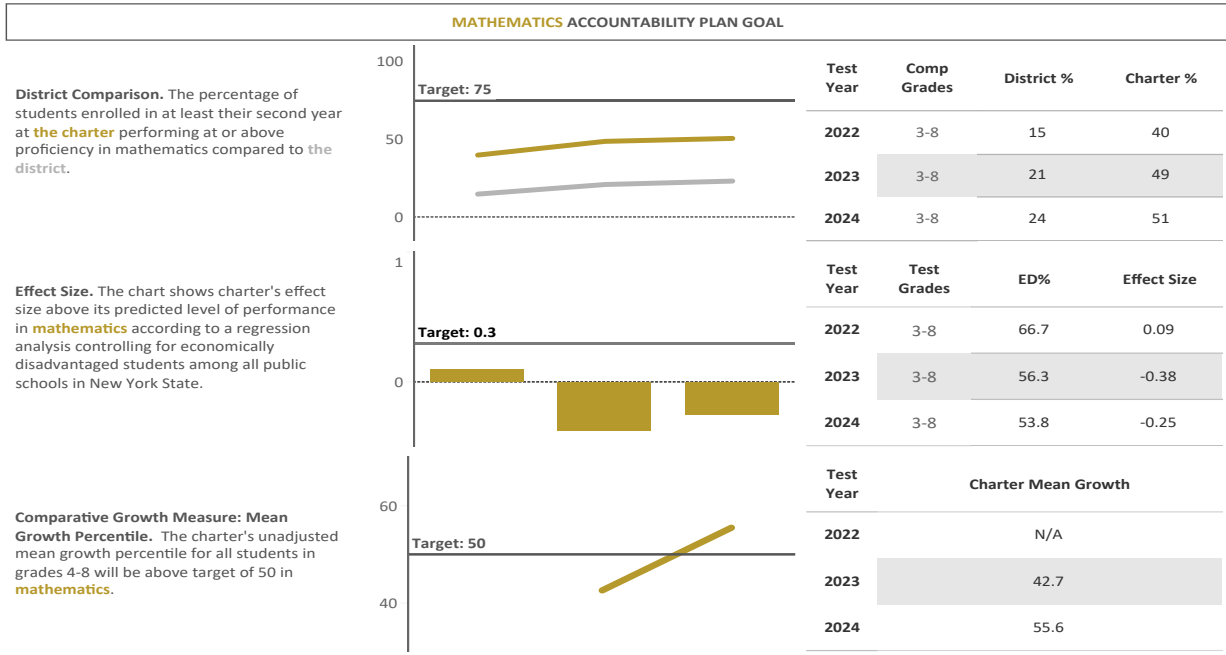
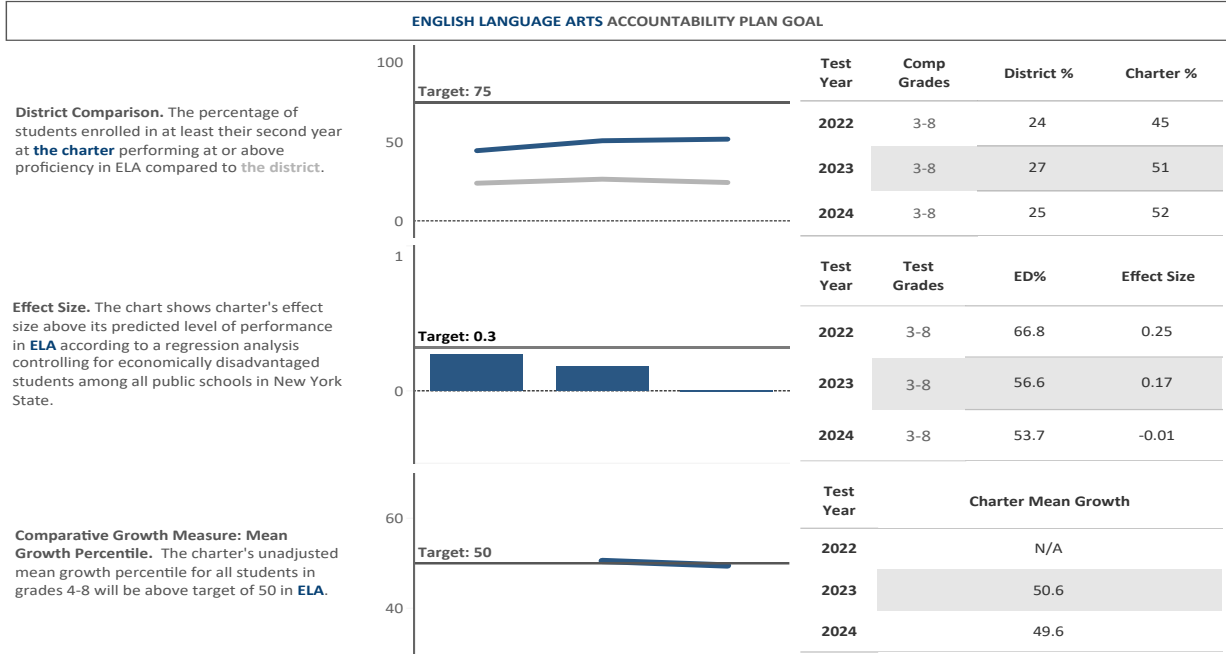
Elmwood Village Schools presents reasonable, feasible, and achievable plans for Elmwood Village Days Park, if renewed. The school plans to continue implementing the same core elements that have led to success in the current charter term. The schools will continue its good faith efforts to make progress toward meeting its enrollment and retention targets while upholding the values of its diverse by design model. Elmwood Village Schools presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. Elmwood Village Days Park will continue to operate in its private facility, a former district building in the Allentown neighborhood of Buffalo. During the current charter term, the school added more classrooms for music and dance, therapeutic spaces, and other facility upgrades. The school is exploring plans to upgrade the playground to modernize it for students and community members.

4. 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 blue – gray – orange. 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.



ACADEMIC PERFORMANCE

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

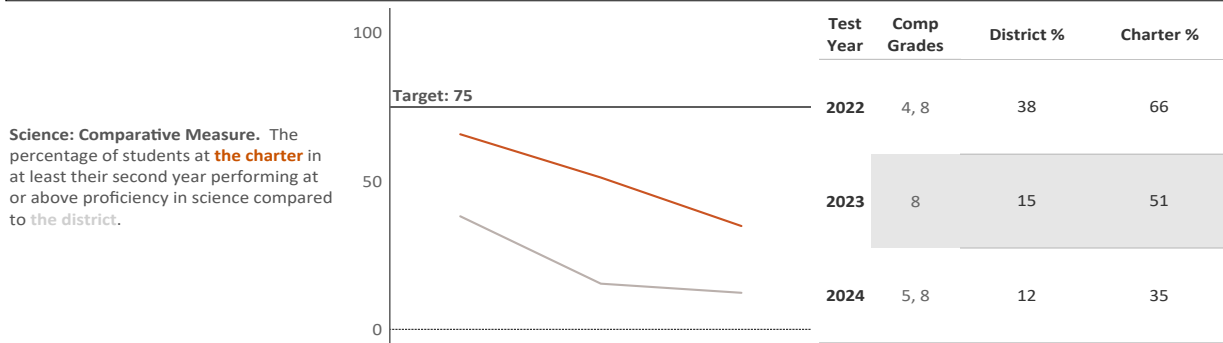




ACADEMIC PERFORMANCE

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

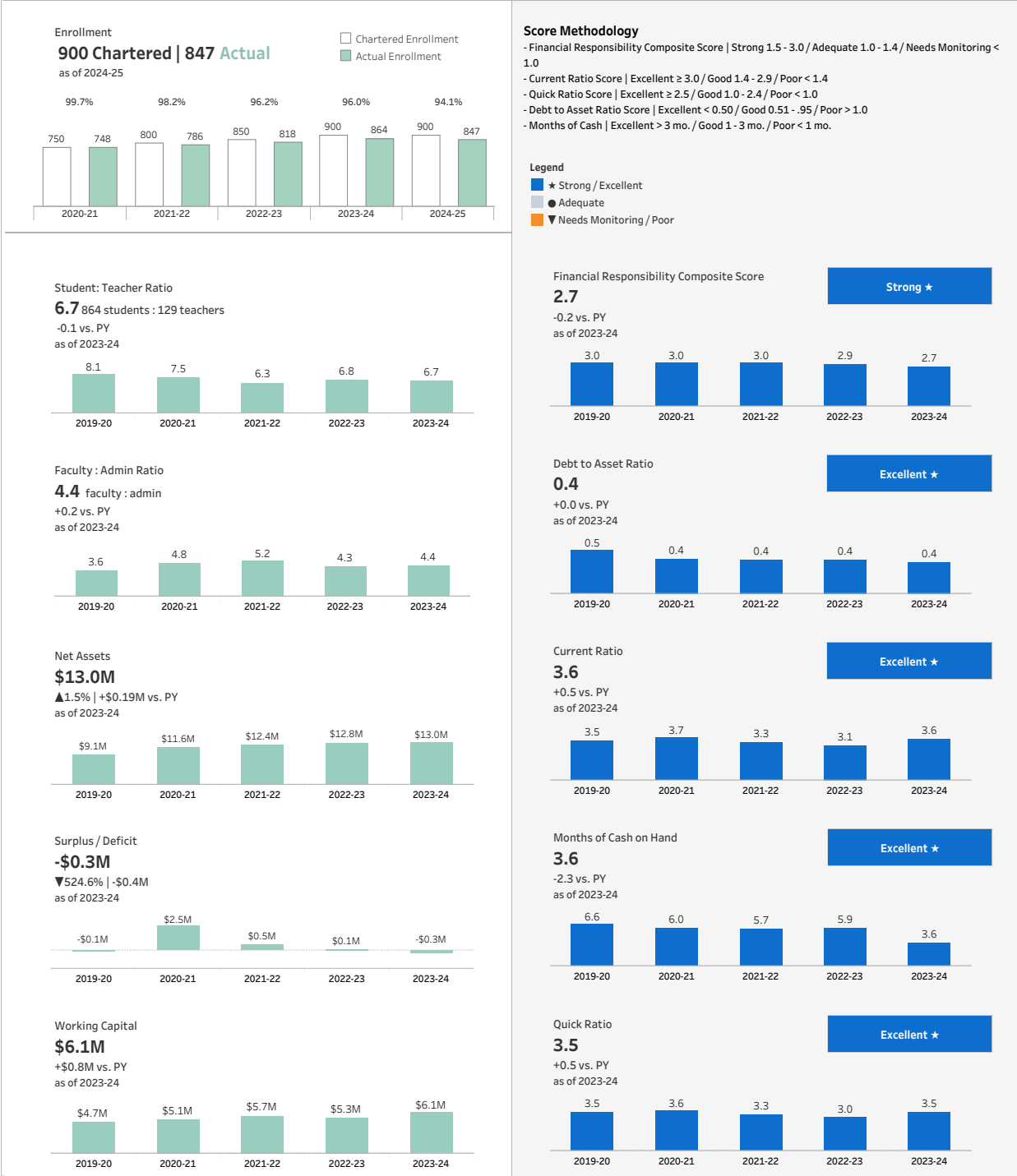
	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	265	241	261	250	265	251
School Tested %	92.3%	84.3%	91.3%	87.4%	90.8%	86.0%
District Tested %	82.9%	80.4%	86.8%	86.4%	86.1%	87.6%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	43	30	32
Charter Percent Proficient on ELA Exam	14.0	6.7	28.1
District Percent Proficient	7.2	9.0	9.2
Tested on NYSESLAT Exam	8	5	5
Charter Percent 'Commanding' or Making Progress	12.5	s	s

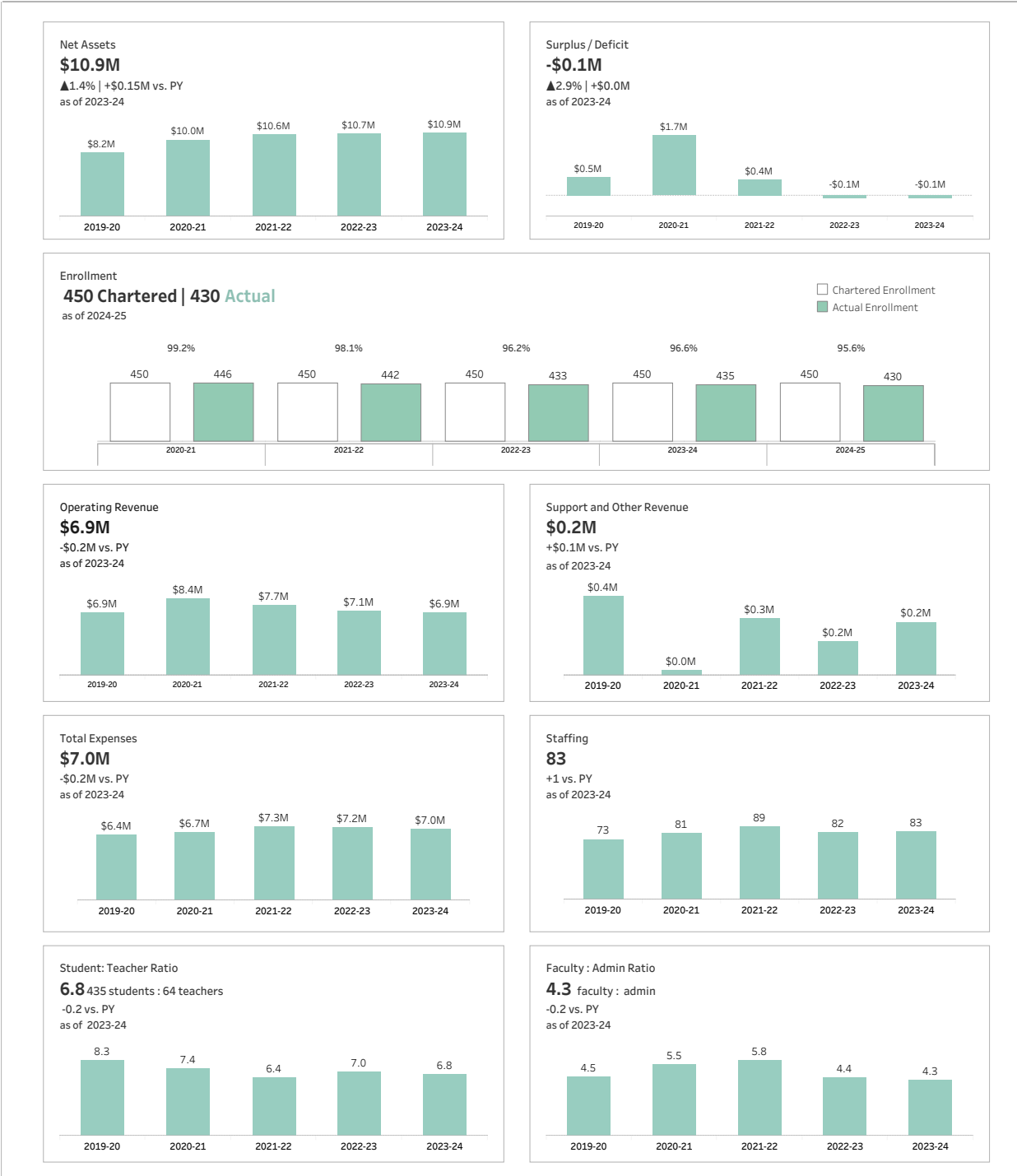
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, 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".

ELMWOOD VILLAGE CHARTER SCHOOLS



FISCAL DASHBOARD

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK



COMPLIANCE REPORTING



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

The school 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.

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK

Admissions Policy

The admissions policy requires minor revisions to ensure it includes the complete non-discrimination statement and a statement that lottery preference for children of employees is limited to 15% of the school's total enrollment. The Institute will work with the school to update the admissions policy prior to the start of the next charter term.

Bylaws

The bylaws require minor revision regarding the composition of the executive committee. The Institute will ensure the board revises its bylaws to reflect this requirement prior to the start of the next charter term.

Discipline Policy

The discipline policy requires revision regarding the timeframe to appeal a discipline hearing decision. The policy's section on alternative instruction must be updated to reflect the recent increase in the minimum hours of alternative instruction to students in Kindergarten – 6th grade to two hours and students in 7th – 12th grade to three hours of instruction per day by a qualified teacher. The Institute will ensure the education corporation revises its discipline policy to reflect these requirements prior to the start of the next charter term.

Dress Code

The dress code requires minor revision to ensure students will not be removed from class for an extended period for dress code violations. The Institute will work with the school to update the dress code prior to the start of the next charter term.

Personnel Policies

While the school appropriately requires fingerprint-supported criminal background checks for employees, the policy requires minor revision requiring a second school employee to review in accordance with the charter agreement. The Institute will work with the school to update the personnel policies prior to the start of the next charter term.

Teacher Certification

The New York State Charter Schools Act of 1998 (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 or career and technical education courses.

Elmwood Village Schools strives to recruit and hire teachers who are certified in their area of instruction. Elmwood Village Schools subscribes to the Western New York Regional Information Center ("WNYRIC") to post and recruit for certified positions. Elmwood Village

COMPLIANCE REPORTING

Schools partners with the Canisius University Teacher Residency Program, the Buffalo Urban Teaching Fellowship, and the Relay Graduate School of Education to offer positions as instructional assistants or teachers-of-record with a transitional B certificate. In addition, Elmwood Village Schools partners with local colleges and universities to host student teachers who are completing their practicum requirements in order to apply for initial certification. Elmwood Village Schools offers tuition reimbursement for employees pursuing certification. A master teacher or instructional coach mentors uncertified teachers at Elmwood Village Schools. Elmwood Village Schools tracks teacher certifications, communicates with teachers regarding expiration dates, and assists with navigating the certification system.

At Elmwood Village Days Park, 12 out of the 44 teachers are uncertified, which is within the allowable limit under the Act. Out of the 12 uncertified teachers, 11 meet the additional qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

Parent Survey Data

The Institute compiled data from the education corporation’s annual family survey from the 2023-24 school year for Elmwood Village Days Park. In 2023-24, 37% of families who received the survey responded. Of the families who responded, 89% expressed satisfaction with Elmwood Village Days Park. The Institute recognizes that the low response rate may not be representative of the entire community.

Public Comments

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

The district conducted its required hearing on Elmwood Village Days Park’s renewal application on May 8, 2024 at Buffalo City Hall. During the hearing, the school presented its mission statement and vision, emphasizing graduates have the confidence to pursue their unique aspirations and act with agency to contribute to their local community and beyond. The school highlighted key design elements. The school provided current student demographics, including data for economically disadvantaged students, students with disabilities, ELLs, and racial, ethnic, and gender breakdowns. The school presented New York State assessment data from the past five years and student retention data from the past three years. The school also shared a financial overview of the education corporation. Three members of the Buffalo CSD board expressed their support for the school and noted it as one of their favorite charter schools. They commended the school for fulfilling its charter by innovating and providing successful models that district schools can adopt. The board members praised the school’s program and anticipated continued success. Board members inquired about the destinations of students leaving Elmwood Village Days Park, the number of departing students with disabilities, and details on changing demographics over time. The school is conducting research on birth rates and will provide additional data about students who leave and return to district schools. School representatives elaborated on the double blocks for ELA and mathematics and described the summer programs offered in partnership with BestSelf, the Boys and Girls Club, and Say Yes. They also detailed the social-emotional learning initiatives, including the Responsive Classroom model. No members of the public spoke at the hearing.




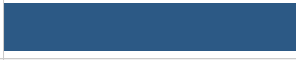


Enrollment and Retention

Elmwood Village Days Park makes good faith efforts to meet its enrollment and retention targets. The school comes close to its enrollment target for students with disabilities and exceeds its retention target for ELLs. In alignment with its Key Design Element of a diverse student population, the school is thoughtful regarding its recruitment efforts and aims to enroll a demographically similar population to the City of Buffalo.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 81% of Elmwood Village Days Park 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 New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

Elmwood Village Charter School Days Park's Enrollment and Retention Status: 2023-24			Target	Charter
enrollment	economically disadvantaged		81.1	56.9
	English language learners		18.4	1.4
	students with disabilities		19.0	15.1
retention	economically disadvantaged		93.2	80.8
	English language learners		95.4	100.0
	students with disabilities		93.8	80.4

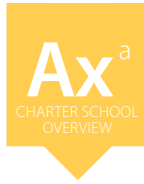
Elmwood Village
Days Park

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APPENDICES

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CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	450	446	99%	K-8
2021-22	450	442	98%	K-8
2022-23	450	433	96%	K-8
2023-24	450	435	97%	K-8
2024-25	450	430	96%	K-8

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2019-20	Initial Renewal Visit	October 3-4, 2019
2023-24	Renewal Review	June 24, 2024

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
June 24, 2024	Desree Cabrall-Njenga	School Evaluator
	Kathleen Haywood	School Evaluator

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

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple charters, the Institute provides an analysis and description of the education corporation’s academic design structure using the Qualitative Education Benchmarks. The Academic Achievement section reflects analysis of the school under renewal review. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

ACADEMIC ACHIEVEMENT

Elmwood Village Days Park met or came close to meeting its key academic Accountability Plan goals in English language arts (“ELA”) and mathematics during the majority of years of its charter term. From 2021-22 through 2023-24, the school posted proficiency rates that exceeded the district by at least 21 percentage points in ELA and 25 percentage points in mathematics. The school also met or came close to meeting its science and Every Student Succeeds Act (“ESSA”) goals over the term.

Elmwood Village Days Park met or came close to meeting its ELA goal over the charter term. The school’s students enrolled in at least their second year scored at or above proficiency at rates that exceeded the district each year. In 2021-22 and 2022-23, Elmwood Village Days Park performed higher than expected in comparison to demographically similar schools across New York State according to the Institute’s comparative performance analysis. Although the school’s effect size was under the target of 0.3 in 2023-24, the level of comparative achievement indicates performance about as expected. In 2022-23 and 2023-24, the school posted mean growth percentiles at or above the target of 50.

In mathematics, the school met or came close to meeting its goal in the majority of the term. In 2021-22, the school outperformed the district by 25 percentage points and posted an effect size of 0.09 indicating performance slightly higher than expected compared to demographically similar schools. In 2022-23, the school posted an effect size and mean growth percentile that fell under the targets for those measures. In contrast, with 49% of the school’s students enrolled for at least two years scoring at or above proficiency, Elmwood Village Days Park continued to outperform the district by a large margin. In 2023-24, with 52% of its students enrolled in at least their second year scoring at or above proficiency, the school outperformed the district by 27 percentage points. The school continued to post an effect size under the target but substantially increased its growth score. That year, Elmwood Village Days Park posted a mean growth percentile of 56 surpassing the target by six points.

ASSESSMENT

Elmwood Village Schools has an assessment system that improves instructional effectiveness and student learning. The schools administer assessments aligned to their curriculum and state standards. The school administers unit assessments in ELA and mathematics. Teachers create interim assessments in collaboration with leadership and administer the tests four times per year. To help identify gaps in foundational skills, Elmwood Village Schools uses STAR reading and mathematics assessments three times annually for

Kindergarten – 8th grade. These assessments are universal screening tools, progress monitors, and end-of-year growth indicators. Teachers administer Really Great Reading diagnostic assessments to Kindergarten – 3rd grade and older students reading below grade level.

The schools have a valid and reliable process for scoring and analyzing assessments. They use online systems to input and access data, produce reports, and align questions to each standard. Teachers analyze data during professional learning community (“PLC”) meetings, documenting strengths, weaknesses, and plans for intervention and enrichment. Teachers use formative assessments such as exit tickets, quizzes, classwork, homework, and class discussions to ensure continuous monitoring of student progress toward mastery of the Next Generation Standards. These tools enable teachers to make immediate instructional adjustments. Leaders and teachers review assessment data to create plans targeting specific standards not mastered by the majority of students. During weekly data review meetings across grade levels, teachers focus on ELA and mathematics outcomes to create small groups based on specific needs.

Assessment results drive goal setting for teacher evaluation and professional development. Teachers consult with leaders at the beginning of each year to set specific goals related to student achievement. Leaders monitor progress throughout the year and review goals as part of the annual performance evaluation process. Leaders adjust professional development offerings based on their analysis of student data. Elmwood Village Schools involves students in understanding their assessment data and progress, which helps foster a sense of ownership over learning and set personal academic goals. The school communicates student progress and growth to families through parent-teacher conferences held three times each year.

CURRICULUM

Elmwood Village Schools’ curriculum supports teachers with instructional planning. The curriculum aligns with the New York State Next Generation Learning Standards to ensure a robust and comprehensive educational experience. Leaders deliver professional development for teachers focused on creating and revising curricular maps and pacing guides to ensure consistency and clarity across grade levels. For Kindergarten – 3rd grade, the school uses Wit and Wisdom for reading and Really Great Reading for phonics. In 4th – 8th grade, teachers use Teach Like a Champion Reading Reconsidered curriculum, which builds on the school’s early grades foundational skills and promotes advanced reading comprehension and critical analysis. The mathematics curriculum features a rigorous program where 8th grade students can take Regents Algebra I for high school credit. The curriculum emphasizes deep understanding through conceptual learning and problem-solving skills.

The science curriculum is inquiry-based, fostering critical thinking through hands-on learning. Kindergarten – 5th grade use Mystery Science, which aligns with the Next Generation Science Standards and engages students with interactive lessons. In 6th – 8th grade science, teachers use Amplify Science. The school gives 8th grade students the option to take the Regents Living Environment exam for high school credit. Guided by the state standards, the social studies curriculum integrates the social justice content and resources provided by New York State. Teachers collaboratively develop lessons that emphasize critical thinking and historical understanding. Elmwood Village Schools implements The Fly Five Social Emotional Learning (“SEL”) curriculum across all grades to provide explicit instruction in social-emotional competencies, fostering a positive school climate and emotional well-being. Students have dedicated dance, visual art, and music classes.

PEDAGOGY

High quality instruction is evident across Elmwood Village Schools. The schools employ a student-centered pedagogical approach that establishes an engaging and supportive learning environment. Teachers across the education corporation deliver lessons with clear, rigorous objectives aligned to the schools' curricula. Teachers regularly use a variety of techniques to check for student understanding including circulating the classroom to identify misconceptions and conferencing with individual students to record anecdotal notes.

Teachers leverage the Responsive Classroom framework to maintain safe, positive classroom environments focused on academic achievement. Across classrooms, Elmwood Village Schools teacher minimize off-task behavior and maximize learning time with clear procedures and routines. As a result, teachers are able to focus on developing students' higher-order thinking and problem solving skills. In alignment with professional development priorities, teachers encourage students to confidently express informed opinions during morning meetings, student-led schoolwide meetings, community service projects, and in their daily lessons. Teachers push students to back up opinions and analyses with evidence and prior knowledge.

INSTRUCTIONAL LEADERSHIP

Elmwood Village Schools has strong instructional leadership. The principals, director of curriculum and instruction ("DCI"), and instructional coaches comprise the instructional leadership team ("ILT"). The ILT establishes high expectations for teacher performance and student success communicated through regular instructional rounds, professional development sessions, and coaching cycles. The ILT provides consistent support for teachers with curricular planning, instructional delivery, and analysis of student data and work. Using a shared digital coaching and classroom observation platform, leaders provide sustained and effective coaching to teachers with regular follow up on identified growth areas.

Leaders implement a comprehensive professional development program to build teachers' instructional skills. In addition to summer pre-service curriculum development training and three half-day schoolwide sessions on best practices, leaders deliver ongoing support through common planning structures. ILT members attend weekly grade level team meetings to support in the examination of student work products, analyze student data, and develop action plans. As a result of these systems, Elmwood Village Schools leaders ensure that coaching feedback cycles and the content of professional development sessions are directly related to classroom practice and student outcomes.

AT-RISK PROGRAM

Elmwood Village Schools meets the educational needs of at-risk students. The education corporation has clear procedures to identify and support students with disabilities, English language learners ("ELLs"), and students struggling academically. Teachers and support staff members collaborate to monitor student progress. The schools provide targeted support through tiered interventions, specialized staff members, and related service providers. Elmwood Village Schools employs a special education coordinator for each school, a special education teacher for each grade, academic intervention teachers, a learning specialist at each school, and ELL teachers who provide ELL students with both push-in and pull-out support. A behavior intervention specialist and a school counselor offer additional support, including counseling and behavior interventions. The school

counselors also assist families of 8th grade students in the high school application process. Elmwood Village Schools employs a full-time speech pathologist and contracts out for other related services that may be on a student’s individualized education program (“IEP”).

Elmwood Village Schools has effective progress monitoring systems with clear procedures that rely on the education corporation’s robust assessment system and regular planning meetings. Special education teachers meet weekly with the special education coordinator to review progress and intervention strategies. The student support team (“SST”) monitors students who have not progressed adequately. The SST reviews data every four to six weeks, develops action plans, and tracks progress for students receiving tier two and three interventions. If a student does not progress after 18 to 20 weeks of intervention, the team considers a referral to the district committee on special education.

Elmwood Village Schools provides professional development and opportunities for classroom teachers and at-risk program staff members to coordinate. Professional development for teachers and at-risk program staff focuses on tier-one programs and best practices for integrated co-teaching. Special education teachers participate in weekly practice clinics, receive individual mentor support, and collaborate with teachers in PLCs. The PLCs facilitate data analysis, trend identification, student work evaluation, and discussion of effective interventions. Elmwood Village Schools also uses external professional development resources as needed. For instance, the schools outsource professional development to Erie 1 BOCES and outside consultants to provide training for special education and ELL teachers.

ORGANIZATIONAL CAPACITY

Elmwood Village Schools has a clear organizational structure that effectively supports the delivery of its educational program. Responding to growth, challenges as a result of COVID-19, and leadership turnover, Elmwood Village Schools restructured its administration and enhanced its supports to school based leaders. The shared services staff members manage data analysis, purchasing, finances, student recruitment, communications, human resources, and other operations responsibilities. The education corporation’s director of schools (“DOS”) manages principals and assistant principals across both schools. The DOS, DCI, and the director of operations (“DOO”) meets weekly to ensure alignment and manage operations and instructional programs across each school. Under this structure, the organization empowers school leaders to focus on the instructional program. Elmwood Village Schools has clear lines of accountability, roles, and responsibilities.

Elmwood Village Schools implements a well-resourced discipline system. The behavior intervention specialists support teachers, develop behavior intervention plans, and assist students in crisis. The wellness team, led by the assistant principal, supports students in developing pro-social skills. The education corporation has strategies to recruit and retain high quality teachers. Elmwood Village Schools conducted a multi-year compensation study and works to align salaries with area averages.

BOARD OVERSIGHT AND GOVERNANCE

The board of trustees works effectively to achieve Elmwood Village Schools’ Accountability Plan goals. Board members have the necessary skills to govern the schools and regularly supplement their expertise through participation in training sessions from external organizations. The board establishes clear priorities and structured oversight of Elmwood Village Schools’ long-term objectives. It uses standing committees and

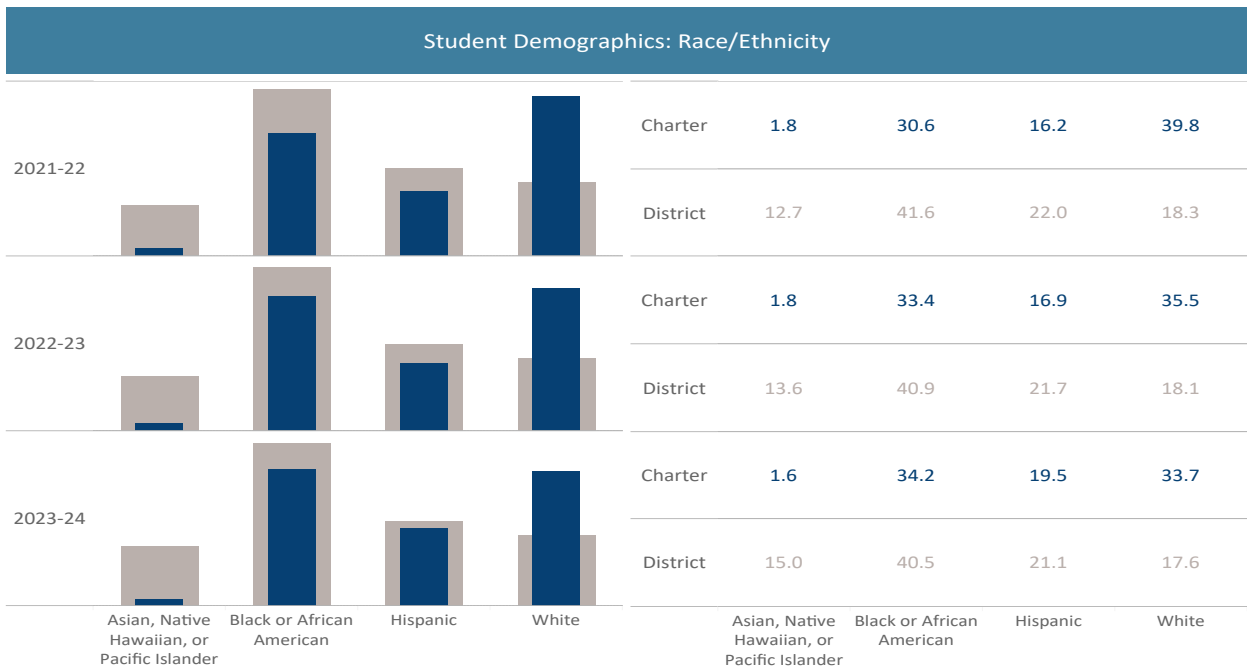
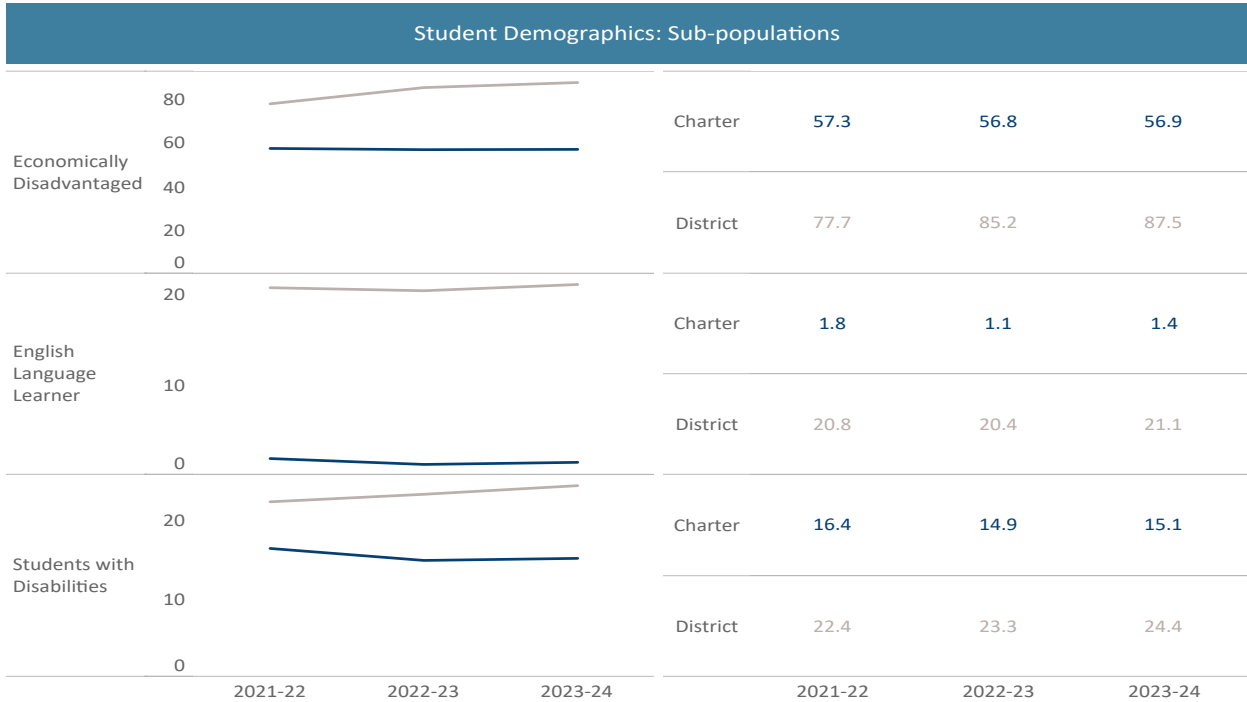
ad hoc working groups, such as the space planning group, to address specific needs. The board has clear procedures for recruiting, hiring, and retaining key personnel and provides sufficient resources for effective functioning. Trustees have expertise in various fields, including law, finance, and education. The board also has parent representation. The trustee development committee actively seeks candidates to fill any vacancies and prepares new members with a manual and the necessary onboarding materials.

The board requests and receives sufficient information to provide rigorous oversight of the school's programs and finances. During monthly meetings, ILT members cover the status of Elmwood Village Schools' operations and instructional programs. The academic excellence committee supports school leadership in achieving academic goals and overseeing student progress. The board ensures Elmwood Village Schools' fiscal health and compliance with guidance from an outside CPA firm and annual audits by an independent firm. The board annually evaluates the education corporation's leaders using a comprehensive rubric including feedback from staff members and families.



Elmwood Village Charter School Days Park

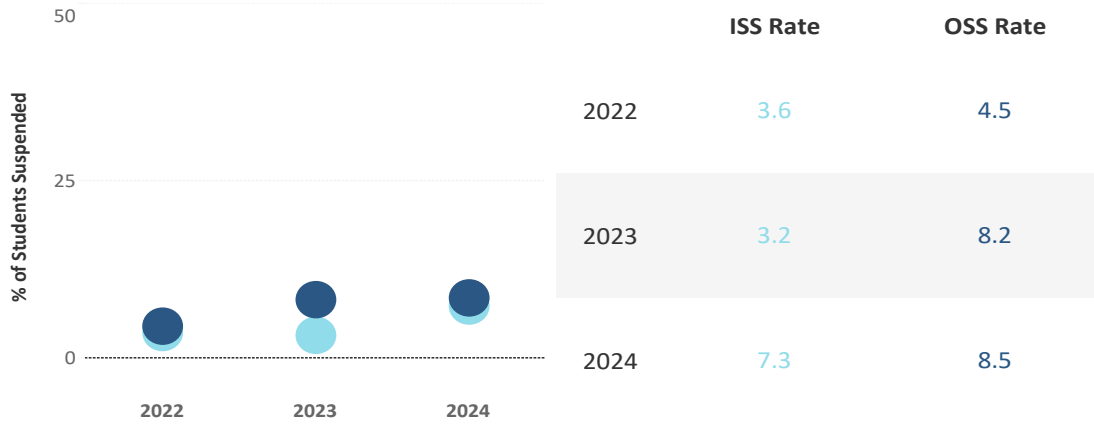
Buffalo City School District



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



Elmwood Village Charter School Days Park



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

	2022	2023	2024
	0	2	1

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

FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES 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 for the charter.	+
Board members, charter leadership, and staff members contribute to the budget process for the charter, 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 education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains, and the charter implements, 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 maintains appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers fiscal operations for the charter, 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 FPPM be reviewed and updated on an annual basis.	AUGUST 2019

“+” : 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.



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, which include information about the charter, have been 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.	+
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 for the charter 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 of the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of the charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	+

APPENDIX D: FISCAL BENCHMARKS SUMMARY



INDICATORS	EVIDENT?
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	N/A
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.	N/A
The education corporation is in compliance with all loan covenants related to the charter.	+



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