



Renewal Recommendation Report Green Tech High Charter School

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

518-445-4250
518-320-1572 (fax)
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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INTRODUCTION AND REPORT FORMAT

INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),¹ which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation’s authority to operate the school, are its plans for the school reasonable, feasible and achievable?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

INTRODUCTION AND REPORT FORMAT

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/operate/existing-schools/renewal/.

RENEWAL RECOMMENDATION

RECOMMENDATION:

FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Green Tech High Charter School for a period of five years with authority to provide instruction to students in grades 9-12 in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 360 students.

To earn a Subsequent Full-Term Renewal, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.²

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation.

Given the circumstances outlined below, Green Tech High Charter School ("Green Tech") uses sufficient outreach efforts to meet its enrollment and retention targets. As noted in the Application for Charter Renewal, this outreach is critical in reaching underserved families in the community in which the school operates. Relevant to the discussion of targets is Green Tech's single sex status. The targets were not designed or modeled for single sex schools, which cannot

² SUNY Renewal Policies (p. 14).

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

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access about half of the student population to meet targets. Also, Green Tech is one of the only schools of its age that has targets because it received an initial short-term renewal leaving it only three instead of five years to meet its targets. This leaves the Institute with no statistically reliable comparison data. Additionally, the current target data is baseline data as this is the first time the school has been held accountable for targets. Lastly, Green Tech's status as a high school makes it harder to attract students with disabilities. The vast majority of high school students with disabilities have had those disabilities identified at a younger age and many have had services sufficient to address prior disabilities before their high school years. Parents of students with disabilities often have a comfort level with the district settings their students have progressed through and are less likely to switch settings especially if doing so would jeopardize their current special education setting.

Green Tech exceeded its targets related to attracting and retaining FRPL students, which reflects the intended student body of the school, poor urban males. Conversely, the school has not enrolled and therefore has no retention data on ELLs. A potentially limiting factor with regard to language diversity at Green Tech is that more than 95% of students identify as African American native English speakers. As set forth below, the school has proffered some cogent reasons for this fact. The school also came close to meeting its retention target for students with disabilities but did not come as close to meeting its recruitment target. For additional information regarding the school's progress in meeting its targets, please reference Appendix A.

Green Tech submitted the following information about the strategies it used to meet its targets, its effectiveness at doing so, and future plans to increase the success of its efforts:

Per the 2010 amendments to the Act, charter schools are now required to make good faith efforts to meet local enrollment targets across three areas. Green Tech's percentage of impoverished students already meets or exceeds the local district.

The school's ELL percentage does not meet or exceed its targets. Albany is not a high density ELL district. The district (in 2014) had an ELL percentage of total population of just 9%. With numbers this small, it is possible that many same-language families have chosen to remain together for cohesiveness; therefore remaining in their current setting (K-12) provides continuity for potentially close knit ELL communities.

Green Tech worked with an external firm to conduct a demographic study of ELL families within the Capital Region. Green Tech found that Arabic and Spanish are the largest populations of speakers of other languages within the region. The study was able to disaggregate the neighborhoods in which they predominately reside, and the school is sending personalized mailers in their native language to their homes.

Green Tech makes presentations about the school model in linguistically diverse venues such as mosques, churches and community centers. During the summer months, Green Tech makes updates to its social media accounts with notices of school orientations and other events. The school employs Spanish speaking staff members for purposes of translation for both initial

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inquiries regarding enrollment, attending parent conferences and other meetings. The school's present recruitment methods also include a multi-language website translation tool, advertisements in local outlets as well as paper marketing materials and applications being written in multiple languages. Additionally, Green Tech staff has met with leaders of the Albany refugee centers to discuss the recruitment of students.

Going forward, Green Tech will continue to endeavor to find ways to reach this population of students for enrollment purposes.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the education corporation is located regarding the school's Application for Charter Renewal. The full text of any written comments received appears in Appendix C, which also includes a summary of any public comments. As of the date of this report, the Institute has received no district comments in response.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Green Tech High Charter School

BACKGROUND

Green Tech's original charter was approved by the SUNY Trustees on January 24, 2006. It opened its doors in the fall of 2008, initially serving 75 students in 9th grade. This is the school's second renewal having received a short term renewal in 2013 based on the limited amount of available academic data at the time. The school's grade configuration allowed it to post only one academic data point in the first charter term after graduating one cohort in the first four years. The school has been located at 321 Northern Blvd, Albany, New York in a leased facility within the Albany City School District (the "district"). As its lease will expire after the current school year, and its landlord does not want to renew the lease, the charter school will be moving to a different facility for next school year. The education corporation's board of trustees (the "board") has been working diligently to find a suitable facility. During the current school year, Green Tech serves 360 students in grades 9-12.

The mission of Green Tech is:

To prepare young men to complete high school with a Regents diploma so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete college preparatory high school curriculum that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology with an added knowledge and understanding of the environment.

Green Tech effectively supports students who struggle academically with timely and purposeful interventions. The school uses deep analysis of assessment data to quickly identify students in need of extra support and assigns interventions including targeted tutoring and skills building exercises to improve their performance. The school's high student retention rate and strong four year graduation rates provide evidence of the success of these efforts.

EXECUTIVE SUMMARY

Green Tech's core academic program includes opportunities for students to engage in high level mathematics and science classes and, consistent with the school's key design elements focusing on technology and environmental issues, exposes students to computer programming and environmental studies. The school places a particular emphasis on using assessment data to drive instructional decisions. Teachers and instructional leaders easily access and interpret comprehensive and nuanced analysis of student assessment results with expert assistance from Green Tech's chief statistician. These analyses have supported the school's ability to grow its laudable academic outcomes including a 91% four year graduation rate during 2014-15. Notably, the school successfully supports students during the college application and enrollment process. Also during the charter term, Green Tech made progress towards resolving the financial burden of high facility costs and presents a reasonable and appropriate fiscal plan for the future.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Based on the Institute's review of the school's performance as posted over the charter term, a review of the Application for Charter Renewal submitted by the school, a review of academic, organizational, governance and financial documentation as well as a visit to the school, the Institute finds that the school has met its Accountability Plan goals throughout the charter term and that the program as implemented is sufficiently strong that this level of performance will continue throughout a subsequent charter term.

NOTEWORTHY

During 2014-15, Green Tech supported its graduating senior class in acquiring \$4 million in college scholarships and grants. That year, every graduating senior matriculated into a college or university during the fall after graduation. During 2015-16, the school is on track to post a similar record with \$1.25 million in scholarships already procured at the time of the renewal visit.

ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

Green Tech is an academic success. The school consistently exceeds the performance of the district on those Regents exams required for high school graduation and the Regents exam proficiency rate targets indicated in the school's Accountability Plan. The school also exceeds its graduation rate targets and effectively supports its students in the college application and enrollment process: 100% of its 2015 graduates matriculated into college or university during the fall following graduation.

At the beginning of the Accountability Period,⁵ 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. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁶ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁷ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments.

Historically, SUNY's required measures include measures that present schools':

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Green Tech did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance throughout the charter term. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective

⁵ 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 subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁶ Education Law § 2850(2)(f).

⁷ Education Law § 2854(1)(d).

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(“AMO”) attainment,⁸ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY Renewal Benchmark 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

During the charter term, Green Tech met its key academic Accountability Plan goals of English, mathematics, high school graduation, and college preparation.

Throughout the three year charter term, Green Tech met its high school graduation goal. Each year, the school graduated at least 80% of its graduation cohort within four years. Most recently, the school graduated 91% of its 2014-15 fourth year graduation cohort. These rates exceeded the state’s averages and the district’s averages each year. Improvement in the school’s leading indicators for graduation show that this level of performance is likely to continue in the future. After their second year of high school, 48% of 2014-15 graduating cohort had passed at least three of the Regents exams required for graduation. The school increased its proportion of second year cohort students scoring above proficiency on at least three Regents exams to 55% during 2013-14 and to 58% during 2014-15.

Green Tech came close to meeting its goal for college readiness throughout the charter term. Although the school’s performance on some measures did not meet selected targets, importantly, Green Tech has successfully supported and guided its graduating students to enroll in and matriculate into college during the fall after their senior year. For example, notwithstanding the school’s rate of Advanced Regents diploma attainment falling below the district’s, most of Green Tech’s graduates matriculate into college each year. Following 2012-13, 97% of Green Tech’s graduates enrolled in college, after 2013-14, 85% did, and during the fall of 2015, every one of Green Tech’s graduating seniors enrolled in college. Importantly, the school managed to support its 2014-15 graduates in procuring \$4 million in college grants and scholarships. During 2015-16, the school is on track to repeat that level of support for its senior class.

Green Tech also met its ELA goal throughout the charter term. Although falling short of the target set by the state’s NCLB accountability system, the school’s performance on the English Regents exam far surpassed that of the district throughout the charter term. As with all high schools that were renewed following the 2012-13 school year, Green Tech’s ELA goal includes the state’s college and career readiness standard, currently met by scoring at least a 75 on the Regents English exam. The school fell short of exceeding that target during 2012-13 and 2013-14 when it posted college and career ready English proficiency rates of 59% and 50%, respectively. Green Tech posted notably high performance during 2014-15 when 75% of the accountability cohort met or exceeded the high standard of scoring at or above the college and career ready standard.

⁸ The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

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Green Tech met its mathematics goal throughout the charter term when it consistently outperformed the district. Although the school is still working to progress its students to scoring at or above the college and career ready standard of scoring at least an 80 on a mathematics Regents, Green Tech is able to support its students meeting the state's requirement for graduation of scoring at least a 65. During the charter term, at least 95% of each Accountability cohort scored at least a 65.

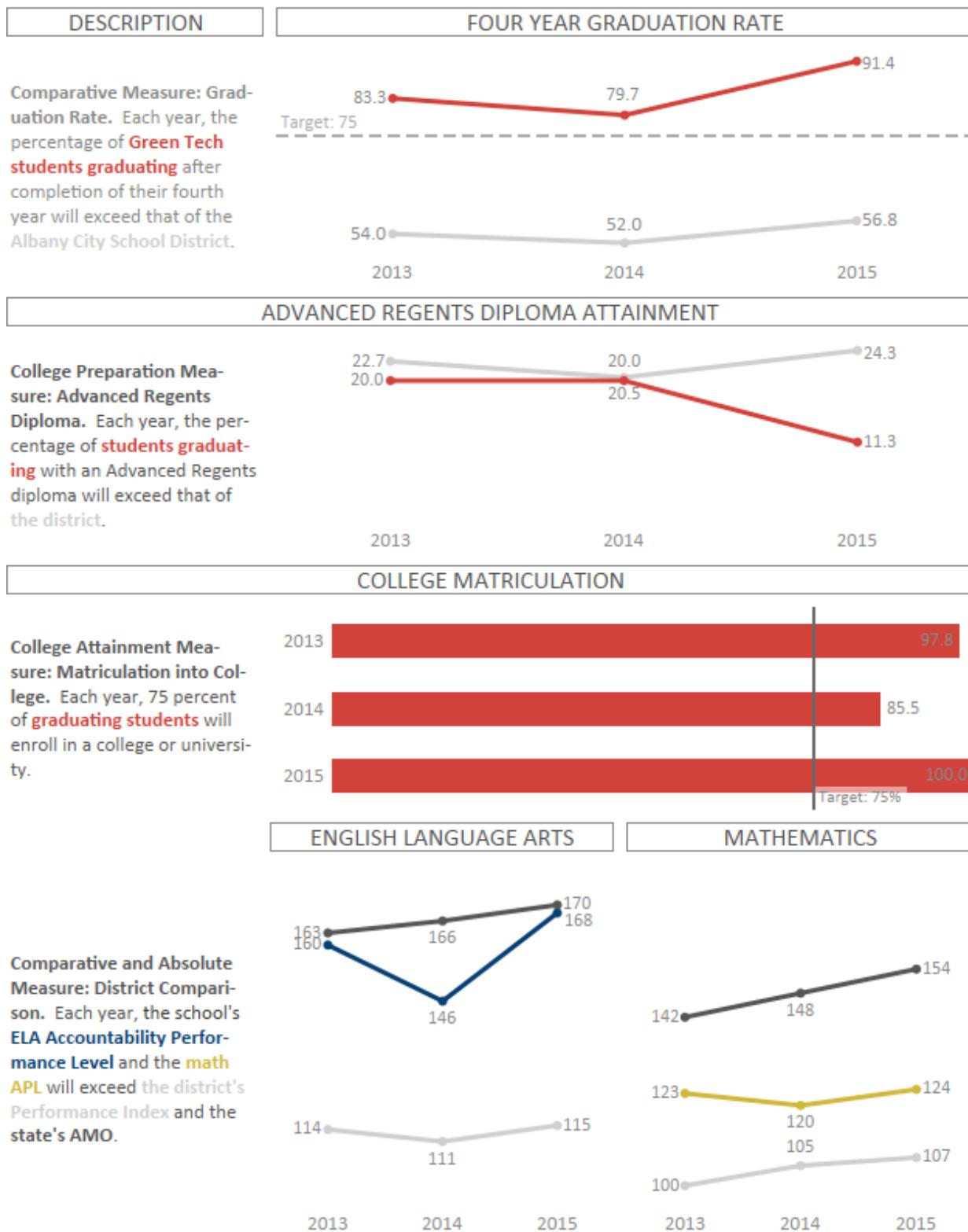
Green Tech met its science goal throughout the charter term. The school's 2009 accountability cohort posted a 92% proficiency rate on a Regents science exam. Green Tech's 2010 and 2011 cohorts both posted science proficiency rates of 98%. These rates exceeded the district's proficiency rates by at least 46 percentage points.

Green Tech met its social studies goal throughout the charter term. The district posted proficiency rates hovering around 55% on the Regents U.S. History exam during the charter term. Green Tech posted scores exceeding those comparative rates and exceeding its target of 75% proficiency on the exam: 82% of the 2009 cohort, 94% of the 2010 cohort and 96% of the 2011 cohort scored at or above proficiency on the Regents U.S. History exam. The school posted similar performance on the Regents global studies exam. Green Tech's proficiency rates during the charter term exceeded both its absolute targets and the district's performance: 80% of the 2009 cohort, 89% of the 2010 cohort and 93% of the 2011 cohort scored at or above proficiency. These rates far exceed the district's rates during the charter term, which all fell below 55% during the three years.

Green Tech met its NCLB goal throughout the charter term. The school was not identified as a focus or priority school during the charter term.

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Green Tech High Charter School



ACADEMIC PERFORMANCE

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.¹⁰

SUNY Renewal Benchmark 1B:

Does the school have an assessment system that improves instructional effectiveness and student learning?

Green Tech has an assessment system that improves instructional effectiveness and student learning.

- Green Tech regularly administers assessments that align to its curriculum and state performance standards. All newly enrolled students take the Performance Series ELA and mathematics assessments to establish baseline skill levels and to determine placement in small remedial lab or honors classes, as appropriate.
- Teachers continue to administer quarterly benchmark exams the school compiles from past Regents exam item banks. Leaders provide professional development activities to norm scoring practices; to further ensure valid and reliable scoring across classes and grades, teachers utilize rubrics the state provides and exemplars to score open ended responses and essays.
- The school's chief statistician collects, manages and analyzes all assessment data and creates sophisticated item-analyses of multiple-choice items within several days of administration. These documents provide leaders and teachers with detailed, timely and informative reports on score distribution amongst and between classes, year-over-year student performance comparisons and actionable suggestions on targeting content and skills for re-teaching.
- Teachers continue to use assessment data to inform daily instruction, modify curriculum documents and identify students for intervention services such as ZAP remediation periods and tutoring. Leaders use this data to revise curriculum, inform professional development topics, assess teacher strength and allocate staffing to provide additional support where most needed across the school.
- Green Tech frequently communicates to parents about students' progress and growth both informally, through text messages, phone calls and emails, and formally via eight progress reports, four report cards and three parent-teacher conferences per school year.

SUNY Renewal Benchmark 1C:

Does the school's curriculum support teachers in their instructional planning?

Green Tech's curriculum continues to support teachers in their instructional planning.

⁹ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html;

scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

¹⁰ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at:

www.newyorkcharters.org/suny-renewal-benchmarks/.

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- With support from instructional leaders and their content area teams, teachers continue to use the Common Core State Standards as a guiding framework to create curriculum maps, pacing calendars and scope and sequence documents for each course using an Understanding by Design (“UBD”) approach to curriculum planning. From these documents, teachers know what to teach and when to teach it.
- School leaders communicate school-wide expectations for the quality, content and format of teachers’ instructional plans through the use of a common template that outlines the flow of essential lesson components. Subject area departments maintain the autonomy to develop content and daily lesson activities.
- Though many teachers use EngageNY modules as a starting point for planning purposeful lessons, they also draw upon a wide variety of external sources for supplementary material. Teachers must submit lesson plans to the principal, program facilitator, relevant department chair and special education staff before implementation; leaders provide written feedback and suggestions to strengthen and increase the level of rigor in plans. The school’s program facilitator holds the faculty accountable for quality lesson planning through a comprehensive audit of each teacher’s master binder of curriculum documents, lesson plans, and samples of student work at least twice per year as part of their annual evaluation.
- While teachers formally review and revise course curriculum maps at the conclusion of each school year, over the course of the year they compare assessment data from past years and annotate lessons with reflections on efficacy in order to identify necessary curriculum revisions to continually refine instructional materials.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

Most Green Tech classrooms exhibit adequate instruction, but teachers across the school were observed missing opportunities to deepen student understanding or develop higher order thinking skills during lessons. As shown in the chart below, during the visit, Institute team members conducted 16 classroom observations following a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATION: NUMBER OF OBSERVATIONS

CONTENT AREA	GRADE				Total
	9	10	11	12	
ELA	1	1	1	1	4
Math	2	1			3
Science	1	1	1		3
Soc Stu		1	1	2	4
Specials		1		1	2
Total	4	5	3	4	16

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- Most teachers deliver purposeful lessons with objectives that align to the school's curriculum (10 of 16 classroom observations). While most teachers post daily agendas outlining objectives, essential questions and lesson activities, others do not clearly communicate expectations for what students will learn or accomplish during class periods. Lesson content generally builds on students' previous skills and knowledge, but some teachers over-simplify materials during delivery, resulting in below grade level assignments and activities. In co-taught classrooms, both teachers have clear roles in helping students reach lesson objectives.
- Most teachers effectively check for student understanding (10 of 16 classroom observations) using a variety of questioning techniques including cold-calling and silent signals such as thumbs up/down to demonstrate understanding or agreement. The majority of teachers frequently circulate around classrooms to monitor students' written work, addressing individual concerns and offering formative feedback. Most lessons conclude with a summary or closure activity, including an exit ticket; however, many exit tickets consist of reflective questions such as, "How did this lesson improve your written work?", rather than precise measures of lesson content mastery.
- A minority of teachers challenge students with tasks requiring higher-order thinking and problem solving skills (7 of 16 classroom observations). Few teachers consistently require students to defend or elaborate on their answers, whether correct or incorrect. In some classrooms, teachers struggle with low level student engagement and often ask and answer their own questions instead of waiting for students to participate. While some lesson activities and assigned work include opportunities for students to explore content deeply, many teachers across the school consistently dilute their expectations for assignments. For example, teachers will hold students accountable for completing five problems rather than the stated 10, instruct students to submit one paragraph rather than an entire essay, or allow students to submit complete products the next day.
- Most teachers establish and maintain classroom environments with a consistent focus on academic achievement (10 of 16 classroom observations). Teachers utilize timers to pace lesson components and issue merits and demerits during class time to reward or redirect student behavior as appropriate. Leaders and teachers unanimously name increasing student participation and engagement during lessons as the school's primary instructional priority. There is evidence in most observed classrooms of teachers implementing strategies to increase student participation and leaders report ongoing professional development towards this goal.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

Green Tech has strong leadership but continues to develop in specific areas that will enable leaders to improve their practice.

- Green Tech's leaders establish clear expectations for pedagogical practice in classrooms insofar as teaching aligns to the school's priority of 100% student participation. During professional development sessions, instructional leaders provide a menu of techniques

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teachers may use to check for understanding and increase student engagement to meet these expectations. With regard to specific academic outcomes, leaders expect students to perform at or above passing (defined as achieving a score of 70) on benchmark assessments. According to the school's leaders, past performance data determines the proportion of passing students in each class for which they hold teachers accountable.

- Green Tech's principal and its program facilitator take primary responsibility for teacher observation, coaching and evaluation, conducting at least two formal observations and frequent informal observations each year. These leaders use ongoing observation data to differentiate their coaching routines based on the demonstrated need of each teacher and focus more effort and time on those teachers in greater need of support. The school's director of student support services provides coaching to teachers regarding school culture and teachers conduct peer observations providing informal feedback about lesson implementation on a regular basis. Teachers find the peer observations useful for exchanging ideas about teaching strategies and for gauging their effectiveness. They report feeling supported and clearly understand their areas for growth.
- Green Tech uses an online database for maintaining and monitoring teacher observation data. The principal, program coordinator, director of student support services and teachers all have access to the database. In this way, teachers are able to receive immediate updates about areas of strength and areas for improvement, and instructional leaders are able to triangulate and norm the content of their observations. Teachers conduct peer observations and enter the resulting data into the same database allowing instructional leaders to incorporate those data into their coaching routines.
- This year, teachers have more opportunities to plan units and daily lessons than in previous years. Social studies and ELA teachers have regular co-planning time under the school's co-teaching model. Teachers in other content areas have time to discuss plans with their content area peers during twice monthly content area meetings. As in previous years, teachers continue to rely on informal collaboration outside of school hours to plan instruction.
- Teachers submit weekly lesson packets to instructional leaders for their review prior to implementation. Although teachers indicate where they plan to use questioning routines and other methods to ensure every student participates, they do not plan with enough specificity that these techniques are completely effective in implementation. As a result, lessons as implemented are less structured than plans indicate and teachers miss opportunities to engage students in higher order thinking and problem solving.
- All teachers receive two weeks of pre-service training prior to the start of the school year and teachers who are new to the school receive two additional weeks to focus on learning the school's culture and routines. Thereafter, veteran teachers and new teachers collaborate to develop curriculum units and lesson plans. During the school year, once monthly school wide meetings offer the school's instructional leadership opportunities to reinforce teachers' pedagogical competencies and shore up any deficiencies identified through classroom observations. The leaders provide teachers time to breakout into smaller groups to rehearse teaching techniques before coming back together to report out their challenges and successes. Leaders follow up during classroom observations to ensure

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that teachers successfully use the techniques to increase and maintain student engagement.

- Instructional leaders formally evaluate teachers at least twice per year but hold open the option to conduct more frequent formal evaluations for teachers with lower performance outcomes. Teachers not meeting expectations enter into a personal improvement plan that outlines clear performance improvement goals. Two teachers were on such plans at the time of the renewal visit. During the charter term, the school has held teachers accountable for high performance by not renewing the employment agreements of staff members who did not meet performance expectations.

SUNY Renewal Benchmark 1F:

Does the school meet the educational needs of at-risk students?

Green Tech addresses the educational needs of students with disabilities, and is beginning to implement a more comprehensive Response to Intervention (“RtI”) system to supplement the academic supports struggling students receive during the school day. As noted in the background and executive summary, Green Tech currently enrolls no ELLs.

- Green Tech administers the Home Language Identification Survey to all new entrants and the New York State Identification Test for English Language Learners as appropriate. In previous years, the school employed a certified English to speakers of other languages (“ESOL”) teacher to provide language acquisition supports; however, despite targeted outreach to recruit ELLs, the school currently has none enrolled.
- The school relies largely on the Performance Series diagnostic exam results and teacher concerns to identify students struggling academically. Green Tech places students who score below a certain threshold in an extra period of ELA or mathematics small class instruction for the school year in order to remediate skill deficiencies.
- Though most high school students with disabilities enter with an Individualized Education Program (“IEP”) already in place, the school’s special education coordinator monitors the progress of at-risk students and works with teachers and parents to assess the possible need for additional referrals to the district committee on special education (“CSE”) for evaluation. With a special education coordinator as well as three full time special education teachers, the school has adequate staffing to provide both push-in and resource room services for the 25 students with identified disabilities requiring academic supports and testing accommodations.
- Instructional leaders analyze assessment data and use it to place general education students at risk for academic failure in year long, remedial lab classes and assign students to weekly ZAP (“Zeros Aren’t Permitted”) meetings. The school is beginning to implement a comprehensive, tiered approach to providing interventions for students who persistently struggle academically with additional supports throughout the school day. The school also offers a variety of non-mandatory after-school tutoring options and encourages students to attend.
- The school monitors the progress and success of at-risk students using the same comprehensive, school wide assessments as the rest of its general education population.

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- Teachers are aware of students' IEP goals as they relate to content areas and are generally aware of students' progress toward meeting those goals. The school's special education coordinator and three special education teachers provide each classroom teacher with IEP summaries for each student they serve and maintain primary responsibility for tracking progress and attainment of students' individual goals.
- Green Tech provides limited training and professional development activities to enable teachers to meet at-risk students' needs in general education settings. The special education staff provides workshops including how to implement IEP strategies, provide testing accommodations and collect intervention data.
- The school continues to provide a weekly opportunity for coordination between classroom teachers and at-risk program staff to discuss student progress, suggest effective instructional strategies and to collaborate on lesson plans.

ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Green Tech is an effective and viable organization that has in place the key design elements identified in its charter. The Green Tech board meets regularly and ensures the school substantially complies with applicable law and regulations. Additional detail on the school's organizational effectiveness is outlined below.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

Green Tech's mission and key design elements were in evidence at the time of renewal. These can be found in the School Background section and Appendix A of this report, respectively. As identified under the academic section, and the information that follows in this section, the school implements the academic program effectively and is the academic success promised at the time the school was chartered by the SUNY Trustees.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

To report on parent satisfaction with the school's program, the Institute used survey data as well as data gathered from a focus group of parents representing a cross section of students.

Parent Survey Data. Green Tech reported no parents participating in its 2014-15 parent satisfaction survey, despite distributing it through email and postal mail. The Institute will work with the school to identify ways to drive participation in surveys in a future charter term.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 14 parents in attendance at the focus group unanimously indicated strong loyalty and satisfaction with the school. Parents report being happy with the way the school informs them about their students' progress, particularly through daily updates using the PowerSchool system as well as regular e-mails, text messages and phone calls. Parents also spoke highly of the comprehensive college preparation classes, starting in 9th grade, which include multiple on-campus visits to universities and educate students and families about all aspects of the application process. Additionally, many were in agreement that the school helps instill leadership skills and civic engagement through annual community service initiatives.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 91.2% of Green Tech's students returned from the previous year. Student persistence data from the previous years of the charter term are available in Appendix A. The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York State Education Department ("NYSED") is available to the

ORGANIZATIONAL PERFORMANCE

Institute to provide either district wide or CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUNY Renewal Benchmark 2C:

Does the school's organization work effectively to deliver the educational program?

Green Tech's organization works effectively to deliver the educational program.

- Green Tech established clear operational systems, policies and procedures early in the charter term. The school continues to provide evidence of an effective academic program with 91% of students graduating within four years and 100% of those graduates gaining acceptance into a two year or four year college program. After last year's graduating class procured \$4 million in college scholarship awards, this year's graduating seniors have already accumulated roughly \$1.25 million in college scholarships at the time of the renewal visit.
- The organization has distinct lines of accountability with clearly defined roles and responsibilities. Green Tech employs a director of finance and operations, a director of student support services, two guidance counselors and two deans of students that enable the school's instructional leaders to focus on curriculum, instruction, and the continual improvement of the school's academic program.
- Green Tech has a clearly established discipline system that reinforces student behavior with merits and demerits. The student handbook and code of conduct clearly articulate the rewards and consequences of accumulating each; however, the renewal visit team did not observe teachers implementing the system with fidelity across all classrooms. Some teachers tolerated low level misbehavior without issuing any demerits and the visit team did not observe any teacher issue a merit point.
- This year, 23 of 33 teachers employed during the previous year returned for the beginning of the 2015-16 school year and four teachers left after the start of the school year. In addition to personal reasons for leaving, school leaders report that increased competition in hiring at the district has drawn away teachers who would have otherwise returned. Teacher turnover at the school has not adversely affected its outcomes; the school's graduation rate and Regents exam pass rates exceeded Accountability Plan targets throughout the charter term.
- The board has successfully navigated past financial shortcomings and now is in good standing with regard to financial obligations. Teachers report that the school is generally well stocked with supplies but that leaders and the board must improve its maintenance of the school's technology to ensure that all technology tools teachers use are working properly.
- The school has systems in place to monitor its enrollment and retention of students with disabilities, students that qualify for FRPL and ELLs. With regard to ELLs, as it had during previous years, the school continues to focus recruitment activities at faith-based and community-based centers where English is not the primary spoken language.

ORGANIZATIONAL PERFORMANCE

- Green Tech continues to monitor its program regularly as evidenced by recent changes to supports for students at risk of academic failure and its extensive use of data to improve instructional practices. Additionally, teachers compile lessons, units, and student work samples in binders that instructional leaders use in conjunction with extensive academic outcome data analysis to assess the total academic program. This evaluation occurs twice per year and allows leaders to address programmatic gaps. The chief statistician also collects data throughout the year to monitor the program's effectiveness and to make predictions about student success rates on Regents exams and about graduation rates.

SUNY Renewal Benchmark 2D:

[Does the school board work effectively to achieve the school's Accountability Plan goals?](#)

The board works effectively to assist the school in achieving its Accountability Plan goals.

- Board members' skills and experience in law, finance, and education allow the board to sufficiently oversee management of the day to day operations of the school. The board successfully navigated a turbulent transition in oversight of the school's finances and a prior renewal of its lease on the school building. As the education corporation transitioned away from involvement with its former community based partner, the Brighter Choice Foundation Inc. ("Brighter Choice"), it put in place a more robust operational structure to ensure the school's future as a financially healthy and legally compliant organization.
- While the education corporation received certain benefits and paid for certain services from Brighter Choice, the board prudently never entered into an agreement based on per pupil funding to receive broader services.
- The board receives information about the school's enrollment, finances, academic achievement and student discipline statistics at its monthly meetings. Board reports from the principal directly tie to the school's Accountability Plan.
- The board closely monitors the school's progress toward meeting its academic Accountability Plan goals and has identified areas for improvement in the school's academic outcomes.
- The board has spent significant time and effort in an attempt to find a new facility for the school. High school class space and athletic facilities are not generally available in the Albany area and the education corporation has been in competition with the district and another charter school for available space notwithstanding recent charter school closures. The education corporation has been hampered in these efforts by its fiscal condition, which is sound but does not contain the surpluses needed for independent acquisition and financing of a school building. The Institute found it apparent that the board, having been through a lease term with a lease of relatively high price (for a new facility) understands the tradeoff between real estate costs and educational program maintenance and enhancement.
- The board has maintained a strong relationship with the school's leader providing opportunities for development and growth, and a mentor who does not report to the board. The board reports that the leader's capacity to manage the day to day functions of the school has increased directly as a result of this relationship.

ORGANIZATIONAL PERFORMANCE

SUNY Renewal Benchmark 2E:

Does the board implement, maintain and abide by appropriate policies, systems and processes?

In material respects, the board has abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and network accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board followed up on the Corrective Plan from the last renewal review, which mandated that the school have a policy regarding electronic and other communication between staff and students. The board linked this mandate with an anti-bullying hotline to implement the corrective action. The Institute notes there were no issues involving inappropriate communications between staff and students during this charter term.
- The board utilizes outside counsel as appropriate for various matters.
- While the board has established various committees including a governance, finance, academic and strategic planning committees, the board largely functions as a committee of the whole.
- The education corporation has had and continues to have issues related to receiving payment from the district and certain other school districts. As a result and due to the need for timely income, the board reorganized its front office to track and follow-up on every intercept of funds with NYSED.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal. Earlier in the charter term, trustees affiliated with Brighter Choice, which has an interest in the school facility, sat on the board but those trustees have since resigned.
- The board hires real estate consultants as needed to assist in its building search.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. None of the minor compliance issues noted by the Institute during the last renewal resurfaced during the current charter term. The Institute noted the following.

- **Complaints.** The school has generated few informal complaints. No formal complaints required review by the Institute, and initial inquiries found no violations. All of the complaints involved student disciplinary processes or penalties. The Institute also noted that the school must be certain to ensure proper documentation of its complaint policy and make clear the policies' complaint appeal provisions. The Institute will work with the school in a future charter term to ensure this occurs.

ORGANIZATIONAL PERFORMANCE

- **By-laws.** The education corporation's by-laws are in need of minor update to be fully compliant with the New York Education and Not-For-Profit Corporation Law. The Institute will follow up to revise the document prior to the new charter term.
- **Code of Ethics.** The education corporation's code of ethics needs revision to be in compliance with the New York General Municipal and Not-For-Profit Corporation Law. The Institute will follow up to revise the document prior to the new charter term.

FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the evidence collected through the renewal review, the fiscal component of Green Tech's organization needs further monitoring. The SUNY Fiscal Dashboard for Green Tech is included in Appendix D and presents color coded tables and charts indicating that the education corporation has demonstrated fiscal stress due to high facility costs over the course of the charter term.¹¹

SUNY Renewal Benchmark 3A:

Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Green Tech has made steps towards resolving the financial burden of high facility rental costs and the next charter term reflects conservative budgeting practices with the continued frequent monitoring of revenues and expenses.

- The principal leads the annual budget process, while the business manager prepares the annual operating and capital budgets and cash flow projections.
- Leaders present the budget to the board finance committee for review and once the committee is satisfied it presents the budget to the full board for approval. Implementation of the budget is the responsibility of the chief financial officer.
- On a monthly basis, the business manager analyzes actual to budget comparisons for variances. On a monthly basis the board receives the budgeted to actual with explanations for variances and engages in significant discussions to strengthen the financial condition.
- The next charter term proposes a conservative enrollment growth projection and facility change that will create a decrease in building rental costs by 33%, which is a reduction in expenses of \$265,000 per year. The projection was based on a facility option that may no longer be available, but the Institute finds the budgeted expense reasonable and will review new budgets that must be provided in connection with the new facilities agreement.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

The education corporation generally establishes and maintains appropriate fiscal policies, procedures and internal controls.

- Written policies address key issues including financial reporting, cash disbursements and receipts, petty cash, payroll, bank reconciliations, credit card usage, fixed assets, grants/contributions, capitalization and accounting, procurement and investments.
- The education corporation accurately records and appropriately documents transactions in accordance with established policies.

¹¹ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL PERFORMANCE

- The education corporation's most recent audit report of internal control over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance requiring reporting.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

Green Tech complies with reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete and following generally accepted accounting principles ("GAAP").
- The education corporation's annual independent audits of those financial statements have received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

The education corporation has struggled to maintain adequate financial resources to ensure stable operations in the past, but the projected lower facility costs will relieve much of the financial stress on the operations in a future charter term.

- Green Tech posts a "fiscally needs monitoring" score on the Institute's financial dashboard.
- Green Tech relies primarily on recurring operating revenues and variable income to meet its financial needs and cover any operating deficits over the charter term.
- Green Tech prepares and monitors cash flow projections continuously and is able to maintain approximately 21 days of cash on hand to pay current bills and those that are due shortly, the benchmark is 30 days of cash. With a projected decrease in facility costs in the future the cash situation should correct. The Institute continues monitoring on a quarterly basis.
- As a new charter requirement, Green Tech will need to establish a separate bank account for the dissolution fund reserve of \$75,000. The renewal application includes the reserve fund in the budget with the set aside of \$25,000 per year for the first three years of the next charter term.
- The Institute receives quarterly financial reports from the school and continually monitors the financial status and works with the school to identify the risk areas.

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Green Tech has met its academic Accountability Plan goals and maintains a strong educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

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

Plans for the Educational Program. Green Tech plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

	Current Charter Term	End of Next Charter Term
Enrollment	360	360
Grade Span	9-12	9-12
Teaching Staff	33	36
Days of Instruction	196	196

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Green Tech in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Green Tech presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable.

The school intends to continue to provide instruction for 9th grade through 12th grade students in leased facilities. The school intends to lease a new high school facility in the Capital Region beginning in the 2016-17 school year.

The education corporation's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

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Appendix A

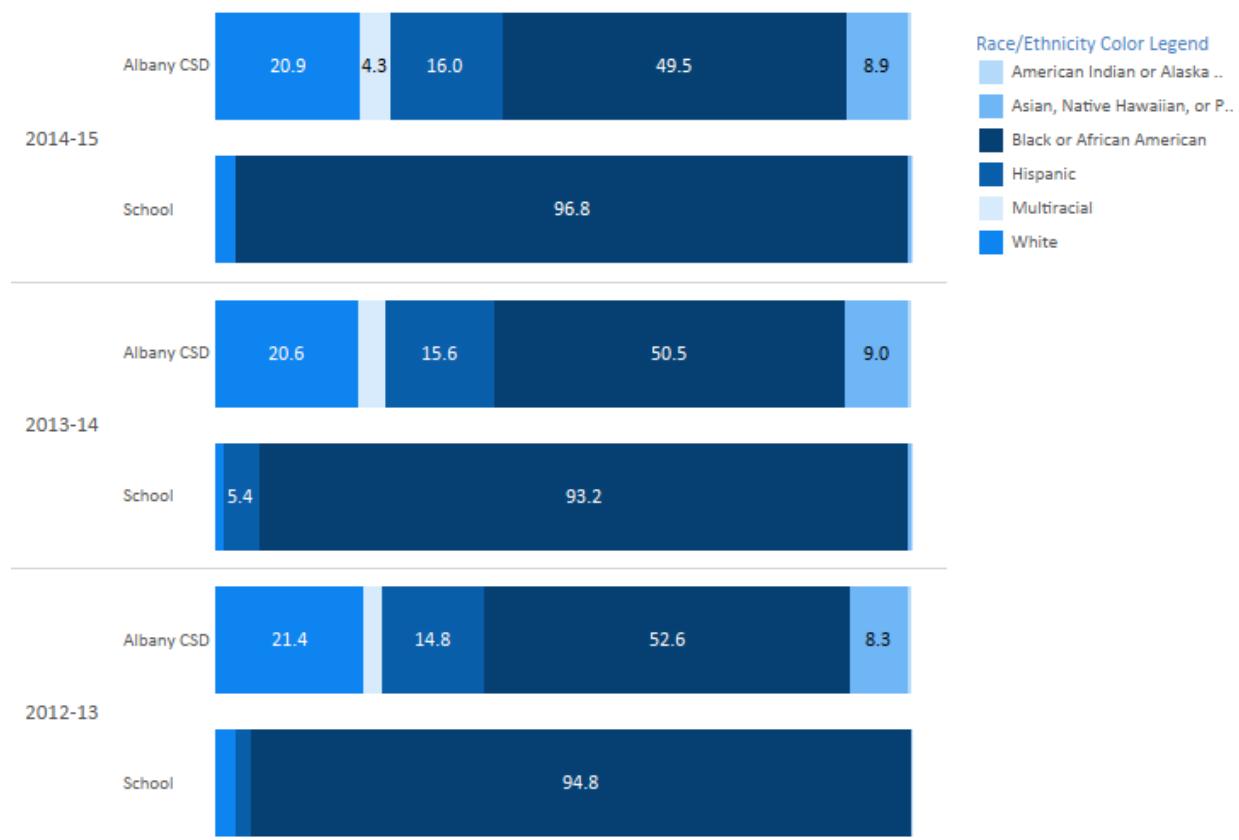
Green Tech School Overview

APPENDIX A: GREEN TECH SCHOOL OVERVIEW

Board of Trustees¹²

Board Member Name	Position	Board Member Name	Position
David Nardolillo	Chair	Franklin Esson	Trustee
Pam Williams	Secretary	Denard Cummings	Trustee
Vincent Commissio	Treasurer	Gen Zachary	Parent Rep

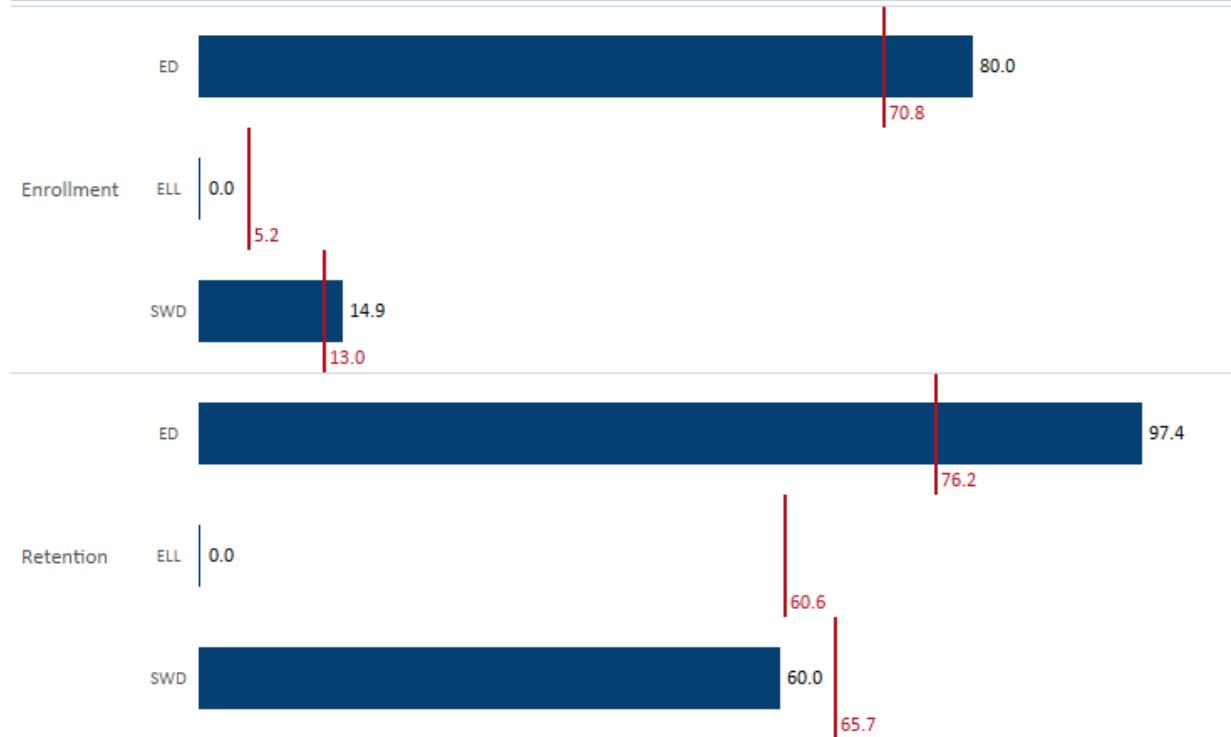
Student Demographics: Race/Ethnicity



¹² Source: The Institute's board records at the time of the renewal review.

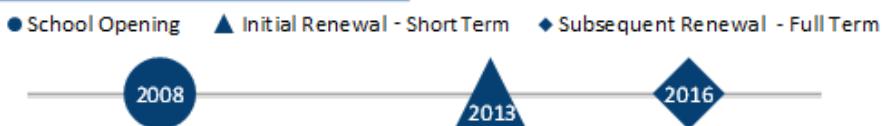
APPENDIX A: GREEN TECH SCHOOL OVERVIEW

Enrollment and Retention Targets



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

Timeline of Charter School Renewal

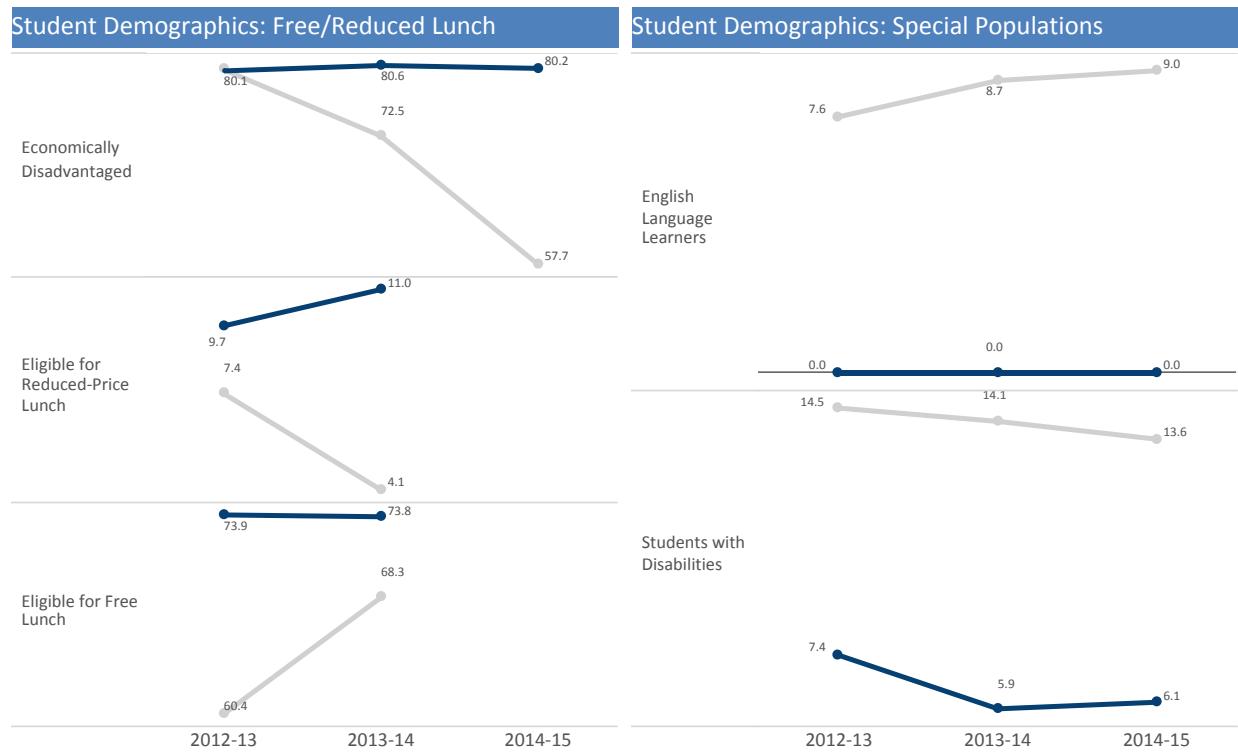


Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX A: GREEN TECH SCHOOL OVERVIEW



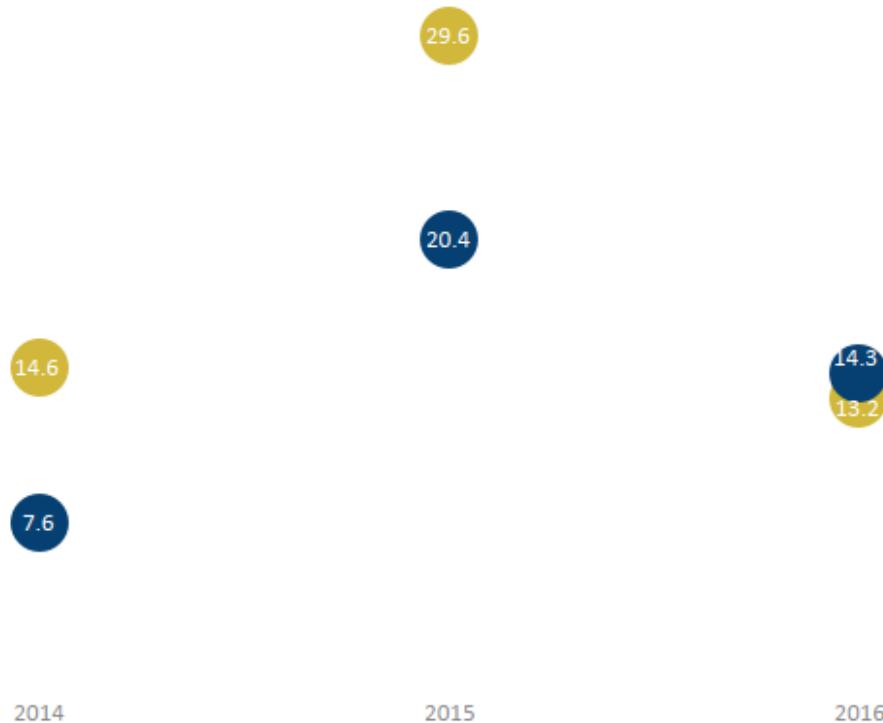
The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

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

APPENDIX A: GREEN TECH SCHOOL OVERVIEW

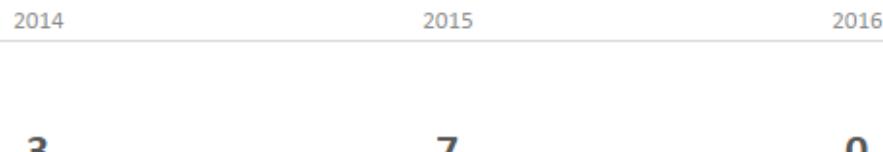
Suspensions: Green Tech High Charter School's **in school suspension rate** and **out of school suspension rate**.

Serving grades 9-12



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

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



APPENDIX A: GREEN TECH SCHOOL OVERVIEW

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹³	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2008-09	75	80	107%	9	9
2009-10	175	149	85%	9-10	9-10
2010-11	275	249	91%	9-11	9-11
2011-12	360	304	84%	9-12	9-12
2012-13	360	349	97%	9-12	9-12
2013-14	360	333	93%	9-12	9-12
2014-15	360	340	94%	9-12	9-12
2015-16	360	378	105%	9-12	9-12

Key Design Elements

Element	Evident?
▪ Single gender model;	+
▪ College preparatory curriculum and class offerings;	+
▪ Safe, small school setting with a total of approximately 330-370 students;	+
▪ Extended school day and school year;	+
▪ Extensive literacy instruction;	+
▪ Teachers as advisors throughout a student's career; and,	+
▪ Particular emphasis on technology and the environment.	+

School Leaders

School Year(s)	Name(s) and Title(s)
2008-09 to 2011-12	John Taylor, Principal
2012-13 to Present	Dr. Paul Miller, Principal

¹³ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: GREEN TECH SCHOOL OVERVIEW

Parent Satisfaction: Survey Results

Response Rate: 0%

Rigorous Instruction: N/A
Effective School Leadership: N/A
Supportive Environment: N/A

School Visit History

School Year	Visit Type	Date
2008-09	First Year Visit	March 12, 2009
2009-10	Evaluation Visit	May 25-29, 2010
2010-11	Evaluation Visit	May 12, 2011
2012-13	Initial Renewal Visit	December 11-12, 2012
2014-15	Evaluation Visit	April 23, 2015
2015-16	Subsequent Renewal Visit	November 9-10, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
November 9-10, 2015	Jeffrey Wasbes	Executive Deputy Director for Accountability
	Heather Wendling	Director for New Charters

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY Green Tech Charter High School



	2012-13				MET	2013-14				MET	2014-15				MET	
	2009 Cohort N		% Met			2010 Cohort N		% Met			2011 Cohort N		% Met			
English Language Arts	49	59	NO	63	50	NO	57	75	YES							
ABSOLUTE MEASURES																
1. Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N	%		Low Performing Entrants N	%	NR	NR		Low Performing Entrants N	%	NR	NR				
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYG 8th grade ELA exam will score at least 75 on the Regents English exam.	160	163	NO	APL	AMO	APL	AMO	NO	APL	AMO	168	170	NO			
3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	160	114	YES	Comparison: Albany City Schools School District		146	111	YES	Comparison: Albany City Schools School District		168	115	YES			
COMPARATIVE MEASURE																
4. Each year, the Accountability Performance Level (APL) on Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.																
GROWTH MEASURES																
5. Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.																
Mathematics	49	24	YES	2009 Cohort N	% Met	63	23	NO	2010 Cohort N	% Met	57	28	NO			
ABSOLUTE MEASURES																
1. Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N	%		Low Performing Entrants N	%	NR	NR		Low Performing Entrants N	%	NR	NR				
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYG 8th grade ELA exam will score at least 80 on the Regents English exam.	123	142	NO	APL	AMO	APL	AMO	NO	APL	AMO	124	154	NO			
3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	123	100	YES	Comparison: Albany City Schools School District		120	105	YES	Comparison: Albany City Schools School District		124	107	YES			
COMPARATIVE MEASURE																
4. Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.																
Growth Measure																
5. Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.																
Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.																

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY Green Tech Charter High School



	2012-13			MET	2013-14			MET	2014-15			MET			
	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted				
High School Graduation															
ABSOLUTE MEASURES															
1. Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	2009				2012	98	99.0	YES	2013	86	91.0	YES			
	2010				2013	109	88.0	YES	2014	85	80.0	YES			
	2011	107	68.0%	YES	All	207	33.2%	YES	All	171	85.4%	YES			
	2012	103	96.0%												
	All	210	81.7%												
2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.			% passing ≥ 3 Regents				% passing ≥ 3 Regents				% passing ≥ 3 Regents				
	2011 Cohort N				2012 Cohort N				2013 Cohort N						
	107		48.0%	NO	106		55.0%	NO	86		58.0%	NO			
3. Each year, 75 percent of students will graduate after the completion of their fourth year.	2009 Cohort N		%		2010 Cohort N		%		2011 Cohort N		%				
	54		83.0%	YES	69		80.0%	YES	56		91.4%	YES			
4. Each year, 95 percent of students will graduate after the completion of their fifth year.	2008 Cohort N		% Graduating		2009 Cohort N		% Graduating		2010 Cohort N		% Graduating				
	43		70.0%	NO	52		90.0%	NO	68		87.0%	NO			
COMPARATIVE MEASURE	Comparison: Albany City Schools School District				Comparison: Albany City Schools School District				Comparison: Albany City Schools School District						
5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	63%		54%	YES	80%		52%	YES	91%		57%	YES			
College Preparation															
COMPARATIVE MEASURES		N	School	State		N	School	State		N	School	State			
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Math.	Reading	80	37.3	42.5	NO	Reading	92	34.7	41.1	NO	Reading	82	33.2	46.9	NO
	Math	80	38.6	44.0	NO	Math	92	35.7	42.8	NO	Math	82	35.4	48.6	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.		N	School	State		N	School	State		N	School	State			
	Reading	44	420	496	NO	Reading	45	386	488	NO	Reading	57	431	489	NO
	Math	44	441	514	NO	Math	45	418	502	NO	Math	57	447	502	NO
SCHOOL DESIGNED MEASURES		N	%			N	%			N	%				
3. College Preparation															
Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.		44	9.0%	NO		55	44.0%	NO		53	19.0%	NO			
4. College Attainment and Achievement		N	%			N	%			N	%				
		44	91.0%	YES		55	85.0%	YES		53	100.0%	YES			

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Appendix C

District Comments

APPENDIX C: DISTRICT COMMENTS

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

Green Tech High Charter School

SCHOOL INFORMATION					
BALANCE SHEET					Opened 2008-09
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	119,067	164,287	42,996	119,851	322,767
Grants and Contracts Receivable	727,139	353,132	466,137	751,923	120,959
Accounts Receivable	18,816	69,110	28,236	52,288	22,013
Prepaid Expenses	3,512	54,949	22,740	16,348	15,440
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	868,534	641,478	560,109	940,410	481,179
Property, Building and Equipment, net	197,105	216,768	222,273	204,163	135,207
Other Assets	3,740	3,740	-	-	-
Total Assets - GRAPH 1	1,069,379	861,986	782,382	1,144,573	616,386
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	311,988	86,124	215,037	819,471	353,492
Accrued Payroll and Benefits	274,904	455,449	425,268	210,844	211,928
Deferred Revenue	12,015	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	25,817	29,882	-	-
Total Current Liabilities - GRAPH 1	598,907	567,390	670,187	1,030,315	565,420
L-T Debt and Notes Payable, net current maturities	12,728	-	-	-	-
Total Liabilities - GRAPH 1	611,635	567,390	670,187	1,030,315	565,420
Net Assets					
Unrestricted	457,744	294,596	112,195	114,258	50,966
Temporarily restricted	-	-	-	-	-
Total Net Assets	457,744	294,596	112,195	114,258	50,966
Total Liabilities and Net Assets	1,069,379	861,986	782,382	1,144,573	616,386
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	3,469,014	4,295,899	4,482,324	4,774,336	4,679,526
Students with Disabilities	142,546	142,472	129,160	75,971	63,187
Grants and Contracts					
State and local	-	-	6,220	17,500	2,746
Federal - Title and IDEA	136,578	160,244	211,273	191,456	167,855
Federal - Other	344,162	363,100	-	-	-
Other	-	132,405	-	-	-
Food Service/Child Nutrition Program	94,235	-	171,215	164,436	128,576
Total Operating Revenue	4,186,535	5,094,120	5,000,192	5,223,699	5,041,890
Expenses					
Regular Education	2,459,049	3,449,344	3,116,299	3,538,867	3,892,925
SPED	554,479	579,393	392,982	305,100	128,075
Regular Education & SPED (combined)	-	-	-	-	-
Other	205,701	278,699	344,663	366,134	361,249
Total Program Services	3,219,229	4,307,436	3,853,944	4,210,101	4,382,249
Management and General	814,313	1,028,510	1,414,338	1,196,374	863,486
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	4,033,542	5,335,946	5,268,282	5,406,475	5,245,735
Surplus / (Deficit) From School Operations	152,993	(241,826)	(268,090)	(182,776)	(203,845)
Support and Other Revenue					
Contributions	63,770	32,405	3,800	15,748	1,346
Fundraising	200	2,986	924	17,361	20,987
Miscellaneous Income	32,271	43,287	80,965	71,159	118,220
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	96,241	78,678	85,689	104,268	140,553
Total Unrestricted Revenue	4,282,776	5,172,798	5,085,881	5,327,967	5,182,443
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	4,282,776	5,172,798	5,085,881	5,327,967	5,182,443
Change in Net Assets	249,234	(163,148)	(182,401)	(78,508)	(63,292)
Net Assets - Beginning of Year - GRAPH 2	208,510	457,744	294,596	192,766	114,258
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	457,744	294,596	112,195	114,258	50,966

APPENDIX D: SCHOOL FISCAL DASHBOARD



Charter Schools Institute
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Green Tech High Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service	
Administrative Staff Personnel	442,461
Instructional Personnel	518,285
Non-Instructional Personnel	626,887
Personnel Services (Combined)	642,837
Total Salaries and Staff	610,915
Fringe Benefits & Payroll Taxes	1,298,388
Retirement	2,320,429
Management Company Fees	2,031,115
Building and Land Rent / Lease	2,049,293
Staff Development	501,006
Professional Fees, Consultant & Purchased Services	2,096,355
Marketing / Recruitment	74,200
Student Supplies, Materials & Services	742,200
Depreciation	100,689
Other	97,525
Total Expenses	2,018,644
	2,838,714
	2,808,455
	2,792,819
	2,804,795
	382,332
	525,876
	501,006
	686,118
	629,252
	-
	-
	-
	708,600
	718,200
	730,200
	742,200
	748,200
	23,566
	29,548
	36,811
	15,938
	17,686
	156,628
	396,709
	380,951
	357,836
	251,339
	26,059
	35,979
	66,485
	23,757
	48,680
	206,572
	264,689
	271,945
	276,285
	226,157
	72,314
	81,739
	98,256
	100,680
	91,276
	438,827
	444,492
	374,173
	412,842
	428,350
	4,033,542
	5,335,946
	5,268,282
	5,406,475
	5,245,735

2010-11	2011-12	2012-13	2013-14	2014-15
442,461	518,285	626,887	642,837	610,915
1,298,388	2,320,429	2,031,115	2,049,293	2,096,355
277,795	-	150,453	100,689	97,525
2,018,644	2,838,714	2,808,455	2,792,819	2,804,795
382,332	525,876	501,006	686,118	629,252
-	-	-	-	-
708,600	718,200	730,200	742,200	748,200
23,566	29,548	36,811	15,938	17,686
156,628	396,709	380,951	357,836	251,339
26,059	35,979	66,485	23,757	48,680
206,572	264,689	271,945	276,285	226,157
72,314	81,739	98,256	100,680	91,276
438,827	444,492	374,173	412,842	428,350
4,033,542	5,335,946	5,268,282	5,406,475	5,245,735

SCHOOL ANALYSIS

ENROLLMENT

Chartered Enroll	360
Revised Enroll	360
Actual Enroll - GRAPH 4	360
Chartered Grades	360
Revised Grades	360

2010-11	2011-12	2012-13	2013-14	2014-15
360	360	360	360	360
275	-	-	-	-
249	304	346	333	340
9-12	9-12	9-12	9-12	9-12
9-11	-	-	-	-

Primary School District: Albany CSD

Per Pupil Funding (Weighted Avg of All Districts)	14,072
Increase over prior year	13,795

14,072	14,072	14,072	13,858	13,795
16.8%	0.0%	0.0%	-1.5%	-0.5%

Average -
5 Yrs.
OR Charter
Term

PER STUDENT BREAKDOWN

Revenue

Operating	16,813
Other Revenue and Support	387
TOTAL - GRAPH 3	17,200

16,813	16,757	14,451	15,687	14,822
387	259	248	313	413
17,200	17,016	14,699	16,000	15,236

15,706
324
16,030

Expenses

Program Services	12,929
Management and General, Fundraising	3,270
TOTAL - GRAPH 3	16,199

12,929	14,169	11,139	12,643	12,883
3,270	3,383	4,088	3,593	2,539
16,199	17,552	15,226	16,236	15,422

12,752
3,375
16,127

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - GRAPH 5

79.8%
20.2%
6.2%

80.7%
19.3%
-3.1%

73.2%
26.8%
-3.5%

77.9%
22.1%
-1.5%

83.5%
16.5%
-1.2%

Average -
5 Yrs.
OR Charter
Term

Student to Faculty Ratio

11.3	8.4	8.5	7.1	7.6
------	-----	-----	-----	-----

15,706

Faculty to Admin Ratio

4.4	5.1	3.2	2.9	3.5
-----	-----	-----	-----	-----

3,375

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0

1.9	0.9	0.3	0.3	0.3
Fiscally Strong	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring

16,127

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk {Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4}
Rating {Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4}

269,627	74,088	(110,078)	(89,905)	(84,241)
6.3%	1.4%	-2.2%	-1.7%	-1.6%
1.5	1.1	0.8	0.9	0.9
MEDIUM	HIGH	HIGH	HIGH	HIGH
Good	Poor	Poor	Poor	Poor

12,752
3,375
16,127

Quick (Acid Test) Ratio

Score
Risk {Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0}
Rating {Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0}

1.4	1.0	0.8	0.9	0.8
MEDIUM	MEDIUM	HIGH	HIGH	HIGH
Good	Good	Poor	Poor	Poor

12,752
3,375
16,127

Debt to Asset Ratio - GRAPH 7

Score
Risk {Low < 0.50 / Medium 0.51 - .95 / High > 1.0}
Rating {Excellent < 0.50 / Good 0.51 - .95 / Poor < 1.0}

0.6	0.7	0.9	0.9	0.9
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Good	Good	Good	Good	Good

12,752
3,375
16,127

Months of Cash - GRAPH 8

Score
Risk {Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.}
Rating {Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.}

0.4	0.4	0.1	0.3	0.7
HIGH	HIGH	HIGH	HIGH	HIGH
Poor	Poor	Poor	Poor	Poor

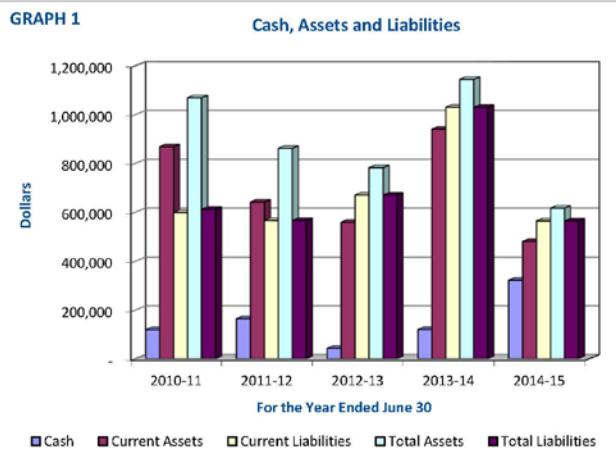
12,752
3,375
16,127

APPENDIX D: SCHOOL FISCAL DASHBOARD

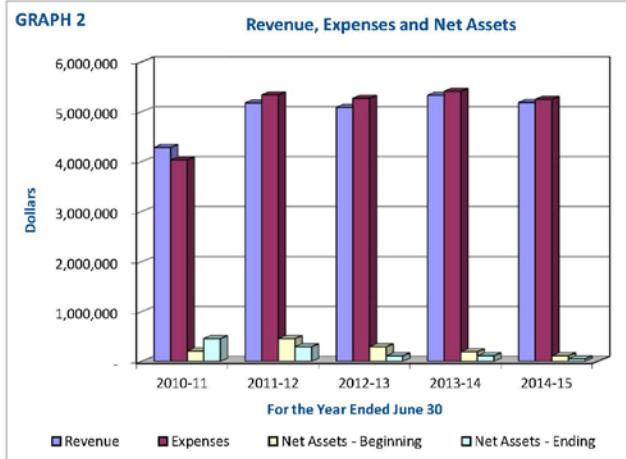


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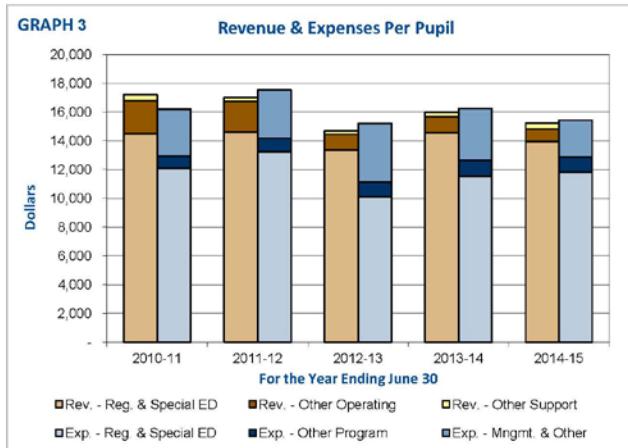
Green Tech High Charter School



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: SCHOOL FISCAL DASHBOARD

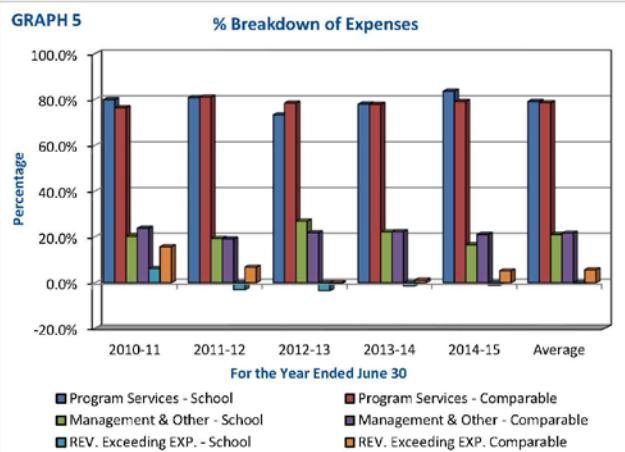


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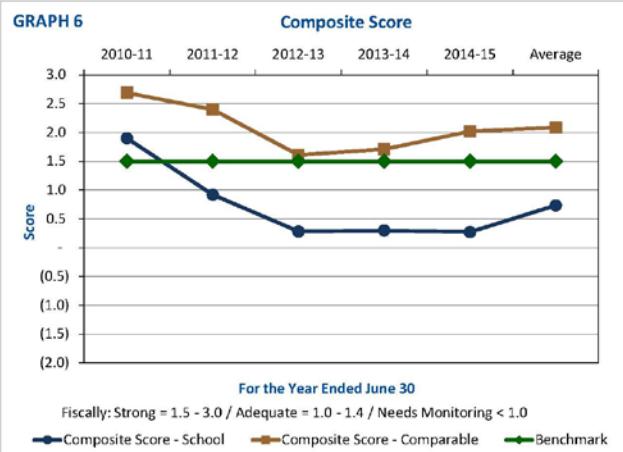
Green Tech High Charter School

Comparable School, Region or Network: Capital District & Hudson Valley Schools

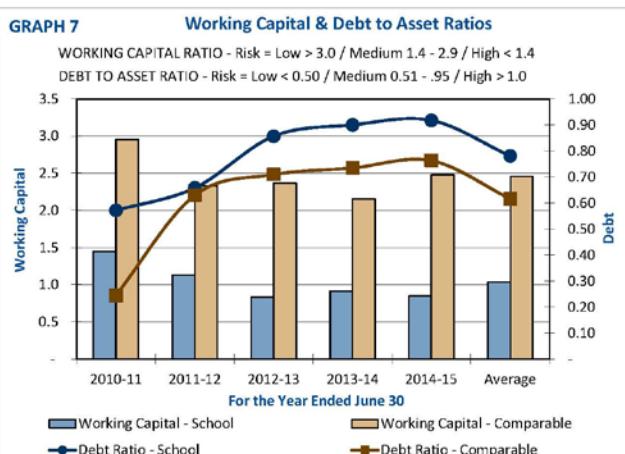
* Average = Average - 5 Yrs. OR Charter Term



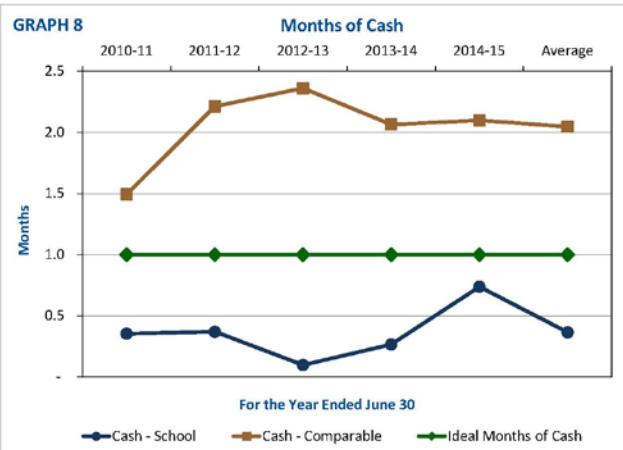
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.