



2015-16 School Evaluation Report

BROOKLYN EXCELSIOR CHARTER SCHOOL

Visit Date: June 8, 2016

Report Date: July 21, 2016

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INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on June 8, 2016. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the State University of New York Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks. This subset, the Qualitative Education Benchmarks, addresses the academic success of the school and the effectiveness and viability of the school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (i.e., curriculum, instruction, assessment and services for at-risk students), as well as leadership, organizational capacity and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

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

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

INTRODUCTION AND SCHOOL BACKGROUND

SCHOOL BACKGROUND

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 29, 2002
Date of School Opening	September 2003

Location and 2015-16 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
856 Quincy Avenue, Brooklyn, NY 11221	NYC CSD 16	Private	742	K-8

Network Information

Brooklyn Excelsior Charter School (“Brooklyn Excelsior”) partners with National Heritage Academies, Inc. (“NHA” or the “network”), a Michigan-based educational management organization, in the implementation of its academic program. The school remains an independent not-for-profit education corporation.

2014-15 SCHOOL PERFORMANCE REVIEW

During the 2014-15 school year, Brooklyn Excelsior did not meet its key Accountability Plan goals in English language arts (“ELA”) or mathematics after coming close to meeting both goals during 2013-14. The school came close to meeting its science goal and met its No Child Left Behind (“NCLB”) goal. While Brooklyn Excelsior outperformed Brooklyn Community School District 16 (the “district”) by at least 22 percentage points in ELA, mathematics, and science at the end of the previous Accountability Period¹, the gap between the school and district performance has narrowed considerably in all three subject areas during the current charter term. In 2014-15, the school posted scores that were similar to or only marginally higher than the district.

ELA

Brooklyn Excelsior did not meet its ELA goal during 2014-15. The school’s overall ELA performance declined from 2013-14 when it came close to meeting the goal. For the second consecutive year, the gap narrowed between Brooklyn Excelsior’s ELA achievement and that of the district with the school performing less than one percentage point higher than the district during 2014-15. The school performed as expected in comparison to schools enrolling similar concentrations of economically disadvantaged students. The Effect Size has steadily declined since 2012-13, the first year of the current Accountability Period. In 2014-15, Brooklyn Excelsior fell four percentile points shy of meeting its growth benchmark and has not surpassed the target of the state median on this measure during the Accountability Period.

Mathematics

Brooklyn Excelsior did not meet its mathematics goal during 2014-15 after coming close to meeting this key academic goal in the two previous years. The school, with 20 percent of students enrolled for at least two years scoring at or above proficiency on the New York State mathematics exam, marginally outperformed the district. Brooklyn Excelsior performed lower than expected in comparison to schools enrolling similar concentrations of economically disadvantaged students. The school has yet to meet the target for growth during the accountability period and in 2014-15 posted a growth score more than 10 percentile points below the target of the state median.

Science

Brooklyn Excelsior came close to meeting its science goal in 2014-15. Overall 63 percent of the school’s 4th and 8th grade students scored at or above proficiency on the state science exam, but performance at each grade level differed greatly. Among 4th graders, 93 percent scored at or above proficiency while only 31 percent of 8th graders met the performance standard. This performance pattern mimics the district’s: during 2014-15, 80 percent of the district’s 4th graders and 34 percent of 8th graders scored at or above proficiency on the state’s exams. The school’s

¹ Because the SUNY Trustees make a renewal decision in the last year of a charter term, the Accountability Period ends in the next to last year of that charter term. For schools in initial charter terms, the Accountability Period is the first four years that the school provides instruction. For schools in subsequent charter terms, the Accountability Period includes the last year of the previous charter term through the next to last year of the current charter term.

ACADEMIC PERFORMANCE

overall performance falls below its absolute target of 75 percent proficiency. Brooklyn Excelsior's overall proficiency exceeds the district's 59 percent.

NCLB

Brooklyn Excelsior met its NCLB goal as it was not identified as a focus or priority school according to the state's NCLB accountability system during 2014-15.

		2012-13	2013-14	2014-15
Enrollment (N) Receiving Mandated Academic Services		(73)	(98)	(99)
Results	Tested on State Exams (N)	(49)	(67)	(66)
	School Percent Proficient on ELA Exam	4.1	4.5	1.5
	Percent Proficient Statewide	5.0	5.2	5.8

		2012-13	2013-14	2014-15
ELL Enrollment (N)		(3)	(11)	(11)
Results	Tested on NYSESLAT ² Exam (N)	(3)	(11)	(11)
	School Percent 'Commanding' or Making Progress ³ on NYSESLAT	s ⁴	27.3	18.2

² New York State English as a Second Language Achievement Test, a standardized state exam.

³ Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

⁴ 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.

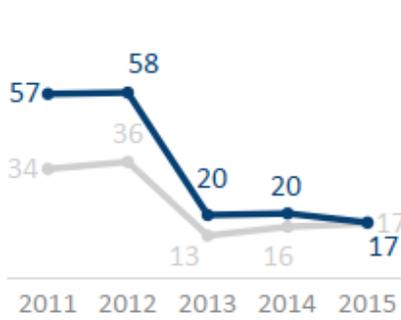
ACADEMIC PERFORMANCE

Brooklyn Excelsior Charter School

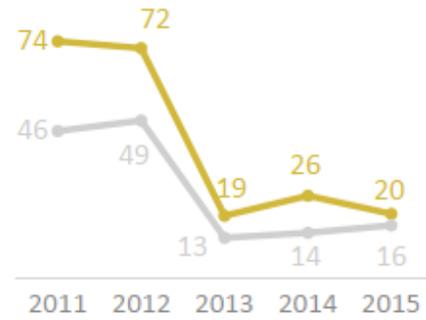
REQUIRED MEASURE DESCRIPTION

Comparative Measure: District Comparison. Each year, the percentage of students at Brooklyn Excelsior in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 16.

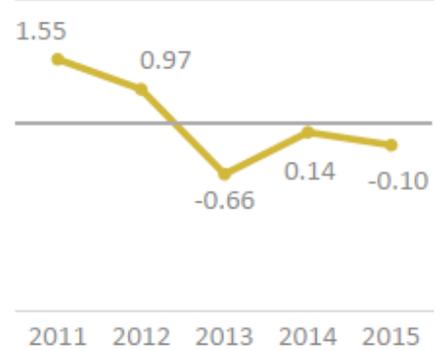
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



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



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



SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



BENCHMARK CONCLUSIONS

QUALITATIVE EDUCATION BENCHMARKS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁵ 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.⁶

Use of Assessment Data

Brooklyn Excelsior collects a variety of student assessment data but does not systematically use the information to improve instructional effectiveness and student learning.

- Brooklyn Excelsior administers diagnostic exams, interim assessments, quizzes and exit tickets in classrooms. The school administers the NWEA's Measures of Academic Progress ("MAP") assessment semi-annually. At the end of each instructional unit, teachers deliver common interim assessments derived from their commercial curricula and modified by the NHA network. In addition, Brooklyn Excelsior administers mock state exams three times annually created by NHA with input from an outside consultant. Though these mock assessments ostensibly mirror state assessments, the predictive validity of these tests has yet to be determined.
- The school does not consistently implement clear processes to ensure that assessment analyses are reliable. Grade level teams score mock assessments and, on occasion, common exams together to ensure common standards in grading. Notwithstanding this informal practice, Brooklyn Excelsior lacks any codified systems to ensure consistent grading across the school.
- Brooklyn Excelsior holds data days following each administration of mock assessments. During these required school-wide professional development meetings, the network provides teachers with analyses of student performance that highlight the state standards shown to be most challenging for students. Teachers also have access to data through the school's student information system. However, the school does not provide teachers hired midyear with adequate training to access and interpret the available data. Additionally, school leaders do not consistently hold teachers accountable for accessing the data outside of scheduled school-wide data days.

⁵ 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.

⁶ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

BENCHMARK CONCLUSIONS

- The school does not adequately support teachers in using assessment results to meet students' needs. Instructional leaders inconsistently hold teachers accountable for modifying lesson plans or adjusting instruction based on student performance data. In addition, outside of an orientation at the beginning of the school year, the school does not provide adequate training to ensure new or struggling teachers have the requisite skills to use student data to inform instruction.
- Brooklyn Excelsior does not use student achievement data to develop sufficient coaching strategies or school-wide professional development activities. Leaders attempt to use assessment data informally to guide classroom observations. For example, the principal implemented the practice of formative assessment displays in classrooms to provide quick information about teaching and learning during observations. However, these efforts are inadequate to provide actionable information.
- The school sends families quarterly progress reports and report cards and provides families access to an online gradebook that allows them to see their student's grades. Leaders expect teachers to have consistent communication with parents about student progress but do not systematically track caregiver/family contacts.

Curriculum

Though Brooklyn Excelsior's curriculum supports teachers in daily instructional planning, the level of rigor of instructional activities is not sufficient to improve student performance.

- The school implements Reading Street, Ready New York, and Math Expressions to support ELA and mathematics instruction for Kindergarten – 5th grade and Big Ideas Math and Holt/McDougal Literature for 6th – 8th grades. Deans use yearlong curriculum maps to develop pacing guides that provide a bridge between the framework and daily lesson plans. Teachers use these guides and maps as the basis to develop daily lesson plans.
- Teachers meet in grade teams during daily common prep times to create weekly lesson plans and to discuss strategies for remediation and small group instruction.
- School leaders align the curricular materials to state standards and ensure instructional content will cover all standards over the course of the academic year. Despite this intentional alignment, a general lack of instructional rigor in lesson activities such as classroom discussions hinders the effectiveness of curricular materials.
- Instructional leaders evaluate the effectiveness of the school's commercial curricula based on student performance on school-wide and state assessments. For example, school leaders implemented the current ELA curriculum at the beginning of the 2015-16 school year in response to subpar student performance on reading assessments during the 2014-15 school year. Throughout the academic year, instructional leaders and teachers use the interim assessment data to identify standards to reteach.

BENCHMARK CONCLUSIONS

Pedagogy

Low-level instruction at Brooklyn Excelsior indicates teachers need additional supports in planning and delivery to ensure academic success for all students. Despite weekly targeted coaching, lesson activities are not sufficient to improve academic outcomes. As shown in the chart below, during the evaluation visit, Institute team members conducted 13 classroom observations following a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATIONS

		Grade								Total	
		K	1	2	3	4	5	6	7		8
Content Area	ELA		2		2		1			1	6
	Math		1	1			1	1	1		5
	Science							1		1	2
	Total		3	1	2		2	2	1	2	13

- Though most teachers deliver lessons generally aligned to the school’s curriculum (9 of 13 classroom observations), instructional content lacks the rigor necessary to ensure academic success for all students. Lesson plans often engage students in low-level activities that do not prepare students to meet grade level standards. For example, during one middle grade’s math class, students used toothpicks to create polygons and recorded the number of sides on each figure.
- Teachers regularly and effectively use techniques to check for student understanding in a minority of classrooms (6 of 13 classroom observations). Teachers often circulate the room to ensure students are on task, but do not evaluate students’ progress or the quality of their work. In some classes, teachers pass over opportunities to surface misunderstandings and adjust instruction accordingly despite monitoring students’ written work or hearing incorrect answers.
- Instruction does not challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (2 of 13 classroom observations). Rather than invoking rich peer-to-peer discussion and critical thinking skills, questioning generally requires students to recall factual information. When lessons do have potential to engage students in the material deeply, teachers do not challenge students to meet rigorous standards. In one lesson, for example, when students identified common themes in at least two television shows of the same genre, teachers accepted, “Both shows are rated PG-13,” as a satisfactory response and did not require expansion.

BENCHMARK CONCLUSIONS

- Few teachers utilize effective classroom management techniques to maintain consistent focus on academic achievement (6 of 13 classroom observations). Though teachers begin lessons prepared with instructional materials such as student worksheets and communicate behavioral expectations to students, teachers do not maximize instructional time nor convey a sense of urgency for learning. Lessons do not minimize transition time or use appropriate pacing. For instance, a class spent two thirds of a lesson on one subtraction problem. Another class spent half of the lesson on a “Do Now” task that did not merit that much instructional time.

Instructional Leadership

High leadership and teacher turnover impedes Brooklyn Excelsior’s ability to prepare teachers to deliver high quality instruction that improves student performance. Despite targeted professional development sessions and weekly individualized coaching, school leaders have been unable to support the development of all teachers.

- Brooklyn Excelsior does not have consistently high expectations for all teachers. Teachers are knowledgeable of rigorous school-wide performance goals and anticipate meeting or coming close to meeting these goals. However, school leaders forewarned visit team members of low-quality instruction attributed to substitute teachers and uncertified teachers. Inconsistencies in expectations for quality instruction are also evident in the lack of a systematic onboarding process for midyear hires. For instance, whereas many newly hired teachers received little to no background information on their students’ academic performance prior to their first day of instruction, one teacher observed his classroom for two weeks in order to gain an understanding of his students’ needs and competencies.
- Although highly experienced at the network level, the current principal was not well-informed of the school history when joining Brooklyn Excelsior (e.g., student performance) and continues to lack commanding knowledge of ongoing school-level matters. For instance, despite having a primary goal of establishing stability across the school, the current principal is only vaguely aware of projected retention rates of current teaching staff.
- The instructional leadership structure tasks deans with coaching teachers to improve instructional effectiveness; however, given that two of the four dean roles were vacant for at least part of the 2015-16 school year, Brooklyn Excelsior has not provided consistent adequate support to its teaching staff. Teachers and deans meet prior to the start of the school year to identify areas for improvement and to develop rigorous performance goals based on the informal evaluation rubric. Each teacher meets with his or her dean weekly to discuss progress toward achieving performance goals, update goals as necessary, and review student data. Deans report that most teachers are making adequate progress on their individual goals; teachers struggling to make progress develop additional smaller scale goals that directly address their specific needs. Deans also meet with grade teams

BENCHMARK CONCLUSIONS

twice per week during common prep time to discuss best practices and to develop strategies to enhance instruction and increase performance. However, given the generally ineffective instructional strategies evident during the time of the visit, it is unclear if the practices and strategies discussed during these meetings are sufficient to drive meaningful changes in instructional delivery.

- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. After weekly whole-staff professional development meetings, teachers meet with their “floor team,” consisting of teachers grouped in Kindergarten – 2nd grades, 3rd – 5th grades, and 6th – 8th grades. During floor team meetings, teachers and deans discuss upcoming curricular themes to establish vertical alignment of unit plans. Following floor team meetings, teachers meet in grade teams with their deans to discuss implementation of unit plans.
- Often accompanied by principals, deans conduct formal evaluations of teachers at least twice per year. Formal evaluations do not identify teachers’ instructional strengths and weaknesses in a manner that would allow for growth and development. Rather, these evaluations simply rate teachers as “effective” or “ineffective” in a given domain with a single comment section used to detail a wide array of components. Deans conduct informal evaluations using an abbreviated formal evaluation rubric and provide high quality written feedback at least every two weeks. All instructional leaders use a common rubric to evaluate performance and report co-observing classrooms to establish and maintain reliability.

At-Risk Students

Brooklyn Excelsior has an adequate intervention program to meet the needs of students struggling academically but lacks the capacity to meet the educational needs of all students with disabilities and English language learners (“ELLs”).

- Brooklyn Excelsior uses sufficient procedures for identifying students with disabilities, ELLs and students struggling academically. The school uses diagnostic assessments, interim assessments, and teacher observations to identify students who need specific interventions. The school administers the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students for English acquisition supports.
- Brooklyn Excelsior has an adequate intervention program to meet the needs of students struggling academically. The school’s academic specialists, under guidance of the dean of intervention, provide push-in and pull-out services that vary in intensity depending on the student’s need. Intervention providers also use various commercial intervention programs such as iReady, ReadyBooks, and the Fountas and Pinnell (“F&P”) to measure student progress and to evaluate the effectiveness of interventions. The at-risk program staff

BENCHMARK CONCLUSIONS

submits the data to the dean of intervention during biweekly check-ins. At-risk program staff members administer interventions in 30 to 60 day cycles and evaluate student progress at the end of each cycle with the support of general education teachers.

- The school's special education program is insufficient to meet the needs of students with Individualized Education Programs ("IEPs"). Brooklyn Excelsior serves students with disabilities in integrated co-teaching ("ICT") classrooms and through special education teacher support services ("SETSS"). As the dean of intervention position was vacant for four months of the school year, the special education staff lacked sufficient coaching and support for a substantial portion of the year. Further, the school operated out of compliance with some ICT rooms inadequately staffed throughout the school year. At the time of the visit, the school had three vacancies for special education teachers. School leaders were unable to provide documentation to verify when the school was compliant in its provision of mandated academic services.
- Brooklyn Excelsior does not have a program or staff to support ELLs in achieving English language proficiency. The school has lacked a compliant program for its 14 identified ELLs since the beginning of the school year and could not produce documentation that a current staff member has language acquisition training or received targeted professional development from someone who does. The principal reports that the school uses Rosetta Stone as an intervention program for ELLs.
- Brooklyn Excelsior monitors the progress and success of students with disabilities and students struggling academically. The at-risk program staff and the dean of intervention track students' progress on IEP goals electronically and meet biweekly to assess the effectiveness of interventions for struggling students. General education teachers participate in the biweekly meetings regarding the status of interventions and access IEP-at-a-glance files, but the school does not have a formal system for ensuring general education teachers monitor their at-risk students' progress.
- The school does not provide adequate training and professional development to ensure that all teachers are equipped to identify and to meet the needs of at-risk students. The school professional development calendar does not include session(s) on identification practices or support strategies for general education teachers. In contrast, the dean of intervention provides sufficient professional development to at-risk program staff regarding policies and procedures.
- Teachers have sufficient time to plan with at-risk program staff. The school offers common planning time after school four times a week for all teachers. Instructional leaders do not have a mechanism to ensure that teachers utilize the time to work on planning for at-risk interventions in addition to other responsibilities.

BENCHMARK CONCLUSIONS

Organizational Capacity

Brooklyn Excelsior does not deploy strong systems to deliver the educational program effectively. The school has not implemented adequate plans to mitigate leadership transitions and significant teacher turnover.

- While Brooklyn Excelsior established plans for a clear administrative structure, the school operated with key administrative vacancies through 2015-16. Brooklyn Excelsior employs a principal and four deans who each oversee a cohort of teachers. This organizational structure is sufficient to provide teachers with explicit lines of accountability. Notwithstanding this clear structure, the school struggles to maintain stable leadership. Brooklyn Excelsior has had three principals for the 2015-16 school year. After the second principal departed in fall 2015, the network appointed Brooklyn Excelsior's current leader on an interim basis until his official appointment in April 2016. Additionally, the school operated without a dean of intervention and the 6th-8th grade dean for the most of fall 2015.
- Brooklyn Excelsior struggles to retain quality teachers. Only 39 of 64 teachers returned following the 2014-15 school year. Further, 16 teachers left during the 2015-16 school year. At the time of the visit, the school had four teaching vacancies and 10 instructional staff members teaching on waivers and without licensure. Such significant turnover and instability demonstrates Brooklyn Excelsior's lack of a codified system to attract and retain skilled teachers.
- Brooklyn Excelsior has a clear student discipline system at the administrative level but does not consistently apply it in classrooms. The school-wide behavior management system outlines clear steps for determining appropriate consequences for a variety of infractions. However, some teachers lack a strong knowledge of this system and the behavioral interventions are inconsistently evident in classrooms. Leaders do not systematically deploy the three school-wide paraprofessionals responsible for behavior support. Both leaders and teachers report the necessity for more professional development activities on student discipline.
- While Brooklyn Excelsior maintains student enrollment within its required collar, the enrollment has been decreasing over the charter term and remains below the chartered enrollment. Current school leaders have little institutional knowledge of past enrollment projections, waitlists, or recruitment efforts that could provide a basis for developing more effective enrollment strategies. Additionally, the visit team found a dearth of evidence of outreach efforts targeting students with disabilities, ELLs, and students who are economically disadvantaged. School leaders could not provide evidence of tracking progress towards meeting enrollment and retention targets.

BENCHMARK CONCLUSIONS

- Brooklyn Excelsior does not act with urgency to evaluate and make changes to the program. The school did not hire key special education instructional positions until the week of the Institute’s visit. Other than personnel changes, instructional leaders could not identify substantive, concrete systematic changes to the school’s program made during the year.

Appendix A

School Overview

APPENDIX A: SCHOOL OVERVIEW

Mission Statement

The mission of the Brooklyn Excelsior Charter School is to provide students with a challenging academic program, which develops all students' ability to master fundamental academic skills and ultimately achieve at levels exceeding citywide averages, while also instilling a sense of family, community and leadership within all of our students.

Board of Trustees⁷

Board Member Name	Position	Board Member Name	Position
Corey Martin	Chair	Rudyard Ceres	Treasurer
Stephanie Cuba	Vice Chair	Carol Schulhof	Trustee
Omar Wasow	Secretary		

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment⁸	Proposed Grades	Actual Grades
2003-04	220	201	K-4	K-4
2004-05	480	492	K-5	K-5
2005-06	555	575	K-6	K-6
2006-07	630	648	K-7	K-7
2007-08	740	692	K-8	K-8
2008-09	704	714	K-8	K-8
2009-10	704	716	K-8	K-8
2010-11	704	722	K-8	K-8
2011-12	704	716	K-8	K-8
2012-13	704	714	K-8	K-8
2013-14	742	709	K-8	K-8
2014-15	742	697	K-8	K-8
2015-16	742	672	K-8	K-8

⁷ Source: The Institute's board records at the time of the visit.

⁸ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

Key Design Elements

- Provide each student with a program of study characterized by excellent instruction, and a strong, balanced core curriculum aligned with New York State’s learning standards;
- Encourage parental and staff involvement through parent-teacher committees;
- Implement a code of conduct designed to provide students with a safe, and orderly school environment in which learning can take place without disruption; and,
- Focus on character development of all students by emphasizing a different character quality each month.

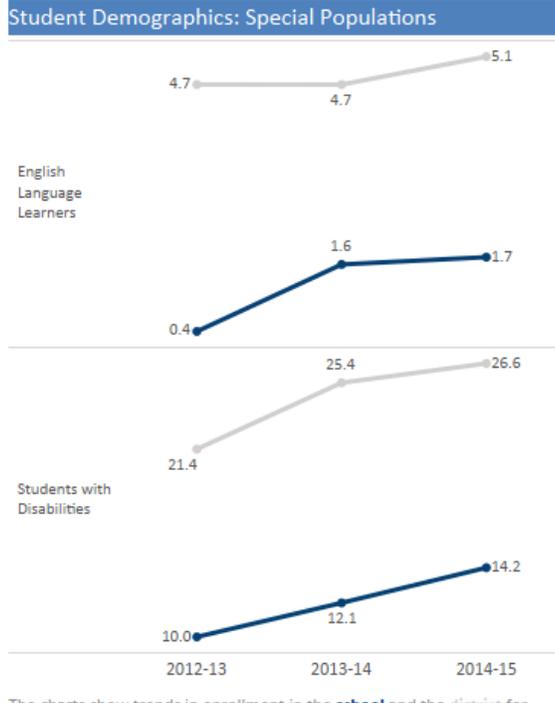
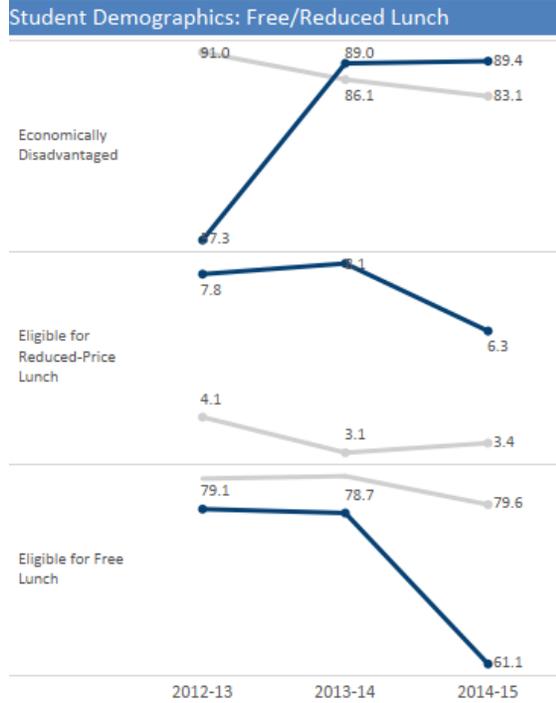
Student Demographics: Race/Ethnicity



Race/Ethnicity Color Legend

■ American Indian or ..
 ■ Asian, Native Hawaii..
 ■ Black or African Ame..
 ■ Hispanic
 ■ Multiracial
 ■ White

APPENDIX A: SCHOOL OVERVIEW



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

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

Enrollment and Retention Targets



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

APPENDIX A: SCHOOL OVERVIEW

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: SCHOOL OVERVIEW

School Discipline

Suspensions: Brooklyn Excelsior Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

2014	2015	2016
0	0	0

School Leaders

School Year(s)	Name(s) and Title(s)
2003-04 to 2004-05	Alan Handel, Principal
2005-06	Deborah Coker, Principal Irwin Kurz, Interim Principal
2006-07 to 2012-13	Thomas G. DeMarco, Principal
2013-14 to 2014-15	Adam Stevens, Principal

APPENDIX A: SCHOOL OVERVIEW

October 2015 to November 2015	Bob Morgenstein, Principal
November 2015 to Present	Christopher Petty, Principal

School Visit History

School Year	Visit Type	Date
2003-04	First Year	May 11, 2004
2004-05	Evaluation	April 21, 2005
2005-06	Evaluation	May 9-12, 2006
2007-08	Initial Renewal	October 30 – November 1, 2007
2009-10	Evaluation	May 18-19, 2010
2011-12	Subsequent Renewal	June 5-6, 2012
2015-16	Evaluation	June 8, 2016

Conduct of the Visit

Date(s) of Visit	Evaluation Team Member	Title
June 8, 2016	Chastity McFarlan, PhD	Senior Analyst
	Sinnjinn Bucknell	Performance and Systems Analyst

Charter Cycle Context

Charter Term	3 rd Year of Five-Year Charter Term
Accountability Period	4 th Year of Five-Year Accountability Period
Anticipated Renewal Visit	Fall 2017

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Appendix B

SUNY Renewal Benchmarks



State University of New York Charter Renewal Benchmarks

Version 5.0, May 2012

Introduction

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

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

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

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

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

APPENDIX B: SUNY RENEWAL BENCHMARKS

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

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

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

State University of New York Charter Renewal Benchmarks

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

Renewal Question 1 Is the School an Academic Success?	
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1C</p> <p style="text-align: center;">Curriculum</p>	<p>The school’s curriculum supports teachers in their instructional planning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades; • in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans; • teachers know what to teach and when to teach it based on these documents; • the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and • teachers plan purposeful and focused lessons.
<p>SUNY Renewal Benchmark 1D</p> <p style="text-align: center;">Pedagogy</p>	<p>High quality instruction is evident throughout the school.</p> <p>The following elements are generally present.</p> <ul style="list-style-type: none"> • teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum; • teachers regularly and effectively use techniques to check for student understanding; • teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills; • teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and • teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.
<p>SUNY Renewal Benchmark 1E</p> <p style="text-align: center;">Instructional Leadership</p>	<p>The school has strong instructional leadership.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge and

	<p style="text-align: center;">Renewal Question 1 Is the School an Academic Success?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
	<p>pedagogical skills) and in which teachers believe that all students can succeed;</p> <ul style="list-style-type: none"> • the instructional leadership is adequate to support the development of the teaching staff; • instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers’ instructional effectiveness; • instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels; • instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; • professional development activities are interrelated with classroom practice; • instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses; and • instructional leaders hold teachers accountable for quality instruction and student achievement.
<p>SUNY Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>The school meets the educational needs of at-risk students.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically; • the school has adequate intervention programs to meet the needs of at-risk students; • general education teachers, as well as specialists, utilize effective strategies to support students within the general education program; • the school adequately monitors the progress and success of at-risk students; • teachers are aware of their students’ progress toward meeting IEP goals, achieving English proficiency or school-based goals for struggling students;

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs; and • the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.

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

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

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

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the school substantially complies with the terms of its charter and applicable laws, rules and regulations; • the school abides by the terms of its monitoring plan; • the school implements effective systems and controls to ensure that it meets legal and charter requirements; • the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and • the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.

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

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions; • the school prepares payroll according to appropriate state and federal regulations and school policy; • the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and • the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.
SUNY Renewal Benchmark 3C Financial Reporting	<p>The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department with required financial reports that are on time, complete and follow generally accepted accounting principles.</p> <p>The following reports have generally been filed in a timely, accurate and complete manner:</p> <ul style="list-style-type: none"> • annual financial statement audit reports including federal Single Audit report, if applicable; • annual budgets and cash flow statements; • un-audited quarterly reports of income, expenses, and enrollment; • bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation regarding the level of special education services provided to students; and • grant expenditure reports.
SUNY Renewal Benchmark 3D Financial Condition	<p>The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school maintains sufficient cash on hand to pay current bills and those that are due shortly;

	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months); • the school prepares and monitors cash flow projections; • If the school includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis; • If necessary, the school pursues district state aid intercepts with the state education department to ensure adequate per pupil funding; and • the school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.

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

	<p align="center">Renewal Question 4 If the School’s Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?</p>
<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4C</p> <p>Plans for Board Oversight and Governance</p>	<p>The school provides a reasonable, feasible and achievable plan for board oversight and governance.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • school trustees are likely to possess a range of experience, skills, and abilities sufficient to oversee the academic, organizational and fiscal performance of the school; • plans by the school board to orient new trustees to their roles and responsibilities, and, if appropriate, to participate in ongoing board training are likely to sustain the board’s ability to carry out its responsibilities; • if the school plans to change an association with a partner or management organization in the term of a future charter, it has provided a clear rationale for the disassociation and an outline indicating how it will manage the functions previously associated with that partnering organization; and • if the school is either moving from self-management to a management structure or vice-versa, or is changing its charter management organization/educational service provider, its plans indicate that it will be managed in an effective, sound and viable manner including appropriate oversight of the academic and fiscal performance of the school or the management organization.

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