



Charter Schools Institute
The State University of New York

41 State Street, Suite 700
Albany, New York 12207

www.newyorkcharters.org

August 2, 2013

VIA ELECTRONIC AND FIRST CLASS MAIL

Richard R. Buery, Board Chair
Children's Aid College Prep Charter School
1919 Prospect Avenue, 3rd Floor
Bronx, New York 10457

Re: First Year School Evaluation Visit

Dear Mr. Buery:

This letter outlines the State University of New York's Charter Schools Institute's (the "Institute's") observations and findings from its April 11, 2013 first year school evaluation visit to the Children's Aid College Prep Charter School ("CA College Prep"). The visit team consisted of Natasha Howard, Ph.D., Director of School Evaluation, and Jenn David-Lang, consultant to the Institute. Allow us first to place this letter and the conclusions set forth below into context.

As with all SUNY authorized charter schools, on a periodic basis throughout the term of your school's charter the Institute conducts a number of formal site visits. The Institute reports in writing to the school on data gathered during these visits. Cumulatively, the information in letters such as this, as well as reports provided in later years, forms the foundation of qualitative data on the school's effectiveness. At the conclusion of the school's charter term, the Institute provides the State University of New York's Board of Trustees an analysis of your school's performance over the term of its charter that includes this qualitative information. The Institute makes a renewal recommendation for your school based on two components: the school's attainment of its academic Accountability Plan goals and evidence of the quality of the school's educational program collected during school evaluation visits.

At renewal, the Institute evaluates the academic, organizational, legal and fiscal aspects of the school's program using the SUNY Charter Renewal Benchmarks (see attachment). For formal school evaluation visits conducted prior to renewal, the Institute focuses on specific academic and organizational benchmarks (called Qualitative Educational Benchmarks). They provide a fixed standard for determining the quality of the academic program as the school progresses toward renewal.

For this first year visit, the Institute narrows the expectation for each benchmark in recognition of the school program's limited development. As a first year school is in its formative stage and has not yet completed an annual cycle, the visit focus is on the initial implementation of

To Learn
To Search
To Serve



basic practices and procedures in each benchmark area. The center of attention is on the quality of instruction and related benchmarks, which heavily affect the progress that a school is able to demonstrate in meeting its Accountability Plan goals during the charter period. By the time a school comes to renewal, a school is expected to have moved from the beginning of implementation and the promise of future growth to full and effective implementation of a quality program.

Although the information provided in this letter is not intended as a prescription, the Institute would expect you to review thoroughly the issues highlighted below and, to the extent you find them helpful, use them to assist in guiding the school's leadership team to further develop the school's academic program or other aspects of the school. In this regard, please be aware that although the Institute takes very seriously the conclusions provided, we are cognizant of the fact that a one-day site visit may not yield information on all facets of a school's program.

Please find the team's findings from the first year visit below.

Use of Assessment Data

CA College Prep gathers a variety of assessment and evaluation data but has not yet developed a consistent process for using the data to improve student learning.

- The school administers the Developmental Reading Assessment, Second Edition Plus ("DRA 2+") four times yearly. On a monthly basis, the school administers Journeys and Math in Focus curriculum assessments; it administers FOSS and Social Studies Alive assessments with each investigation or unit, respectively. CA College Prep also administers the Iowa Test of Basic Skills (ITBS) practice exams regularly and life skills assessments approximately every six weeks.
- While CA College Prep collects a high volume of assessment data, the majority of teachers do not yet have the skills needed to interpret the data and use it to adjust instruction.
- The school clearly communicates assessment results to parents, teachers and board members. All parent participants in a focus group conducted during the school visit knew their child's current reading level and progress goals.

Curriculum

CA College Prep is developing systems to support teachers in their planning and delivery of instruction.

- The school uses commercial curriculum products for instruction in core academic subjects: Journeys for English language arts, Math In Focus, Social Studies Alive and the Full Option Science System ("FOSS"). CA College Prep also uses an adapted Journeys program for writing instruction and is developing a rubric for school-wide use.
- Teachers know what to teach and when to teach it based on CA College Prep's scope and sequence documents and curriculum maps. Teachers meet together weekly to develop unit

and daily lesson plans, generally assigning one teacher to create daily lessons for each subject. The effectiveness of this system is not yet evident.

- On Sundays, the school's principal reviews and provides feedback on guided reading lesson plans for the following week. Teachers have little time to plan adjustments prior to implementing the lessons.
- In addition to the commercial curriculum products, teachers have access to an abundance of supporting materials such as leveled classroom libraries, workbooks and plentiful manipulatives.

Pedagogy

Instruction at CA College Prep is rudimentary; the inexperienced teaching team does not yet possess sufficiently developed pedagogical skills necessary to deliver high quality instruction.

- Lessons lack clear expectations for what students will know and/or be able to do. In some cases, teachers present learning objectives in language that is difficult for students to understand. In a kindergarten reading lesson, the teacher directed students to ask "relevant" questions without providing a definition or examples. In five of six extended classroom observations, teacher questioning comprised only recall queries.
- The teacher-centered instruction at CA College Prep creates limited opportunities for student-to-student interactions and independent practice. For example, after using close to 20 minutes to introduce a guided reading lesson and correct low-level misbehavior, one teacher gave students "15 seconds" to discuss the material.
- Teachers do not regularly and effectively check for student understanding. Teachers frequently call only on students who are already volunteering answers. Additionally, some teachers do not correct students' wrong answers.
- Poor pacing and incomplete preparation of materials reduce learning time in the classroom. With slow-moving direct instruction, teachers do not engage students in lessons. Students, in turn, often lose focus and do not connect with the academic material.
- Teachers utilize school-wide classroom management techniques and do not tolerate low-level misbehavior; recurrent behavioral corrections, however, detract from a focus on academic achievement.

Instructional Leadership

CA College Prep has elements of exceptionally strong instructional leadership in place but does not yet have the capacity to provide intensive skill development for its largely inexperienced teaching staff.

- The school leadership promotes a culture of community, learning and scholarship with the implementation of a robust system of medical, dental and family supports designed to remove barriers to student achievement. In addition to establishing high expectations for students, the leadership continually communicates high expectations for families and provides ongoing opportunities for parents/guardians to practice the school's curriculum with teachers. While discussing activities such as a Singapore Math workshop and adult

guided reading, one parent noted, "The school has truly helped me learn how to help my child."

- While instructional leaders know each teacher well and are able to articulate teachers' strengths and areas for growth, the school does not yet have a sustained and systematic clinical approach to coaching and supervision. With one exception, all CA College Prep teachers are new to teaching and in need of deliberate, individualized coaching to develop foundational pedagogical skills.
- CA College Prep has regular professional development activities that relate to classroom practice and are designed to assist teachers in meeting students' educational needs. During 13 days of summer professional development, the school focused heavily on behavior management and familiarizing teachers with the commercial curricula. The school also dedicated four of the summer training days to strategies for supporting students with disabilities and introduced the life skills curriculum. During the school year, CA College Prep provides regular full-day professional development activities. For example, an Election Day session focused on questioning techniques.
- The school principal conducts formal mid-year and end-of-year evaluations of teachers using the Danielson framework. Teachers know the evaluation criteria well and complete a detailed self-assessment early in the observation cycle then set individual goals in conjunction with the principal.
- CA College Prep holds teachers accountable for maintaining a high level of professionalism. The principal has dismissed two teachers since the start of the school year.

At-Risk Students

CA College Prep provides notably strong services for students with disabilities and students at-risk for academic failure and is beginning to meet the educational needs of English language learners ("ELLs"). Importantly, the school's wraparound services model includes tangible services for high-needs families in addition to interventions for students who are struggling academically.

- CA College Prep deploys considerable resources to address the full range of students' needs. In addition to the specialists who provide academic interventions, the school leverages dedicated life skills staff to address health, family support and social-emotional needs.
- CA College Prep has clearly defined and effective screening procedures to identify students in need of intervention services. The school uses the Home Language Survey and LAB-R to identify ELLs. CA College Prep uses a response to intervention ("RtI") approach to identify students with disabilities and those in need of additional supports. With the school's life coaches participating in RtI meetings, the school also identifies parents/guardians in need of support and coordinates supports appropriately.
- The school uses assessment and evaluation results to identify students who are struggling academically and to improve these students' learning. CA College Prep used baseline DRA 2+ results to identify 39 students to participate in Saturday Academy; of those 39 students, six continue to perform below grade expectations and receive ongoing interventions. The

school uses the Wilson Foundations program to bolster students' skills in phonemic awareness, decoding and other key areas.

- An experienced special educator coordinates services for students with disabilities and those struggling academically. Additionally, the special education coordinator closely monitors the progress of ELLs whose baseline English proficiency the school assessed using the Language Assessment Battery Revised ("LAB-R").
- In addition to pull-out services, CA College Prep serves students with disabilities with one Integrated Co-Teaching classroom at each grade. Currently, 14 CA College Prep students have Individualized Education Programs mandating academic interventions and seven students have pending evaluations for special education services.
- According to the special education coordinator, four students who had been receiving special education services at CA College Prep left the school for programs with more intensive special education services provided outside general education classrooms.
- CA College Prep serves the 11 currently enrolled ELLs in general education classrooms but has not yet fully developed a structured immersion program. Teachers consult CA College Prep's one certified English as a Second Language teacher for instructional assistance as needed. The school expresses confidence in the efficacy of its ELL services, predicting that eight of the 11 students will meet English proficiency requirements on the New York State English as a Second Language Achievement Test this spring.

Organizational Capacity

CA College Prep is building an organizational structure to support effective delivery of the educational program.

- CA College Prep has put in place an administrative structure with staff, operational systems and procedures that allow the school principal to focus on the instructional program.
- The school has established a positive culture of learning and sense of community; teachers, school leaders, parents and board members articulate a shared vision of student success.
- The school has allocated sufficient resources in support of achieving its goals.
- CA College Prep is beginning to create the systems and protocols necessary to ensure a well functioning school organization.

Board Oversight

CA College Prep's board members closely monitor student achievement and provide strong support to the total educational program.

- Board members apply relevant skills and expertise to provide rigorous oversight of the school's programs. In addition to monthly meetings of the full board, the board utilizes committees to carry out its duties efficiently. The full board reviews quarterly financial reports and makes budget adjustments as necessary.
- The board actively and carefully reviews a monthly report from the school principal as well as a detailed operations dashboard.
- The board's comprehensive evaluation of the school principal includes indicators of progress toward student achievement and life skills goals, leadership behaviors and

Mr. Richard Buery
August 2, 2013
Page 6 of 6

feedback from teachers. Outside of the formal evaluation process, the board provides ongoing, actionable feedback to CA College Prep's principal.

These conclusions constitute the beginning of your school's record of progress toward meeting the standards constituted in the SUNY Renewal Benchmarks. The Institute conducts formal evaluation visits multiple times during each school's initial charter term and at least once during subsequent charter terms. The cumulative evidence collected during these school evaluation and renewal visits, as well as the school's record of success at meeting Accountability Plan goals becomes part of the record that informs the Institute's renewal recommendation to the SUNY Trustees.

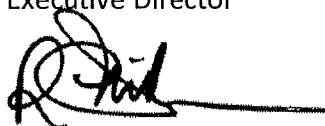
The number of school evaluation visits the Institute will conduct before renewal depends on a variety of factors. In addition to adhering to a regular schedule of visits, concerns raised in the conclusions of previous visits, the school's progress toward meeting Accountability Plan goals and emergent legal and compliance issues may affect the frequency and timing of the visits.

The Institute looks forward to its next visit to CA College Prep and is available at any time to discuss the results of the first year visit, future visits or other concerns you may have as the school moves through its charter term and toward renewal.

Sincerely,



Susan Miller Barker
Executive Director



Ron Miller, Ph.D.
Executive Deputy Director for Accountability

c: Ife Lenard, Principal
Drema Brown, Vice President of School Age Programs, Children's Aid Society



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.

- 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>
SUNY Renewal Benchmark 1A Academic Accountability Plan Goals	Over the Accountability Period, the school has met or come close to meeting its academic Accountability Plan goals. The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas: • English language arts; • mathematics; • science; • social studies (high school only); • NCLB; • high school graduation and college preparation (if applicable); and • optional academic goals included by the school.
SUNY Renewal Benchmark 1B Use of Assessment Data	The school has an assessment system that improves instructional effectiveness and student learning. The following elements are generally present: • the school regularly administers valid and reliable assessments aligned to the school’s curriculum and state performance standards; • the school has a valid and reliable process for scoring and analyzing assessments; • the school makes assessment data accessible to teachers, school leaders and board members; • teachers use assessment results to meet students’ needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; • school leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and • the school regularly communicates to parents/guardians about their students’ progress and growth.

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
SUNY Renewal Benchmark 1C Curriculum	The school's curriculum supports teachers in their instructional planning. The following elements are generally present: • the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades; • in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans; • teachers know what to teach and when to teach it based on these documents; • the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and • teachers plan purposeful and focused lessons.
SUNY Renewal Benchmark 1D Pedagogy	High quality instruction is evident throughout the school. The following elements are generally present. • teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum; • teachers regularly and effectively use techniques to check for student understanding; • teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills; • teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and • teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.
SUNY Renewal Benchmark 1E Instructional Leadership	The school has strong instructional leadership. The following elements are generally present: • the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge and

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	pedagogical skills) and in which teachers believe that all students can succeed; • the instructional leadership is adequate to support the development of the teaching staff; • instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness; • instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels; • instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; • professional development activities are interrelated with classroom practice; • instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses; and • instructional leaders hold teachers accountable for quality instruction and student achievement.
SUNY Renewal Benchmark 1F At-Risk Students	The school meets the educational needs of at-risk students. The following elements are generally present: • the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically; • the school has adequate intervention programs to meet the needs of at-risk students; • general education teachers, as well as specialists, utilize effective strategies to support students within the general education program; • the school adequately monitors the progress and success of at-risk students; • teachers are aware of their students' progress toward meeting IEP goals, achieving English proficiency or school-based goals for struggling students;

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	• 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>
SUNY Renewal Benchmark 2A Mission & Key Design Elements	The school is faithful to its mission and has implemented the key design elements included in its charter. The following elements are generally present: • the school faithfully follows its mission; and • the school has implemented its key design elements.
SUNY Renewal Benchmark 2B Parents & Students	Parents/guardians and students are satisfied with the school. The following elements are generally present: • the school regularly communicates each child's academic performance results to families; • families are satisfied with the school; and • parents keep their children enrolled year-to-year.
SUNY Renewal Benchmark 2C Organizational Capacity	The school organization effectively supports the delivery of the educational program. The following elements are generally present: • the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program; • the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; • the school has a clear student discipline system in place at the administrative level that is consistently applied; • the school retains quality staff; • the school has allocated sufficient resources to support the achievement of goals; • the school maintains adequate student enrollment; • the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and • the school regularly monitors and evaluates the school's programs and makes changes if necessary.

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
SUNY Renewal Benchmark 2D Board Oversight	The school board works effectively to achieve the school's Accountability Plan goals. The following elements are generally present: • board members possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school's future as an academically successful, financially healthy and legally compliant organization; • the board requests and receives sufficient information to provide rigorous oversight of the school's program and finances; • it establishes clear priorities, objectives and long-range goals, (including Accountability Plan, fiscal, facilities and fundraising), and has in place benchmarks for tracking progress as well as a process for their regular review and revision; • the board successfully recruits, hires and retains key personnel, and provides them with sufficient resources to function effectively; • the board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and • the board effectively communicates with the school community including school leadership, staff, parents/guardians and students.
SUNY Renewal Benchmark 2E Governance	The board implements, maintains and abides by appropriate policies, systems and processes. The following elements are generally present: • the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships; • the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion; • the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members; • the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; • the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter; • the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner; • the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion; • the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and • the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.
SUNY Renewal Benchmark 2F Legal Requirements	The school substantially complies with applicable laws, rules and regulations and the provisions of its charter. The following elements are generally present: • the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law;

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	• 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>
SUNY Renewal Benchmark 3A Budgeting and Long Range Planning	The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present: • the school has clear budgetary objectives and budget preparation procedures; • board members, school management and staff contribute to the budget process, as appropriate; • the school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions; • the school routinely analyzes budget variances; the board addresses material variances and makes necessary revisions; and • actual expenses are equal to, or less than, actual revenue with no material exceptions.
SUNY Renewal Benchmark 3B Internal Controls	The school maintains appropriate internal controls and procedures. The following elements are generally present: • the school follows a set of comprehensive written fiscal policies and procedures; • the school accurately records and appropriately documents transactions in accordance with management's direction, laws, regulations, grants and contracts; • the school safeguards its assets; • the school identifies/analyzes risks and takes mitigating actions; • the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy; • the school's trustees and employees adhere to a code of ethics; • the school ensures duties are appropriately segregated, or institutes compensating controls; • the school ensures that employees performing financial functions are appropriately qualified and adequately trained; • the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements;

	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	• 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	The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports have generally been filed in a timely, accurate and complete manner: • annual financial statement audit reports including federal Single Audit report, if applicable; • annual budgets and cash flow statements; • un-audited quarterly reports of income, expenses, and enrollment; • bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation regarding the level of special education services provided to students; and • grant expenditure reports.
SUNY Renewal Benchmark 3D Financial Condition	The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising). The following elements are generally present: • the school maintains sufficient cash on hand to pay current bills and those that are due shortly;

	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	• 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>
SUNY Renewal Benchmark 4A Plans for the School's Structure	Key structural elements of the school, as defined in the exhibits of the Application for Charter Renewal, are reasonable, feasible and achievable. Based on elements present in the Application for Charter Renewal: • the school is likely to fulfill its mission in the next charter period; • the school has an enrollment plan that can support the school program; • the school calendar and daily schedules clearly provide sufficient instructional time to meet all legal requirements, allow the school to meet its proposed Accountability Plan goals and abide by its proposed budget; • key design elements are consistent with the mission statement and are feasible given the school's budget and staffing; • a curriculum framework for added grades aligns with the state's performance standards; and • plans in the other required Exhibits indicate that the school's structure is likely to support the educational program.
SUNY Renewal Benchmark 4B Plans for the Educational Program	The school's plans for implementing the educational program allow it to meet its Accountability Plan goals. Based on elements present in the Application for Charter Renewal: • for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school's educational program; • for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and • where the school will provide secondary school instruction, it has presented a set of requirements for graduation that students are likely to meet and that are consistent with the graduation standards set by the Board of Regents.

	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>
SUNY Renewal Benchmark 4C Plans for Board Oversight and Governance	The school provides a reasonable, feasible and achievable plan for board oversight and governance. Based on elements present in the Application for Charter Renewal: • school trustees are likely to possess a range of experience, skills, and abilities sufficient to oversee the academic, organizational and fiscal performance of the school; • plans by the school board to orient new trustees to their roles and responsibilities, and, if appropriate, to participate in ongoing board training are likely to sustain the board's ability to carry out its responsibilities; • if the school plans to change an association with a partner or management organization in the term of a future charter, it has provided a clear rationale for the disassociation and an outline indicating how it will manage the functions previously associated with that partnering organization; and • if the school is either moving from self-management to a management structure or vice-versa, or is changing its charter management organization/educational service provider, its plans indicate that it will be managed in an effective, sound and viable manner including appropriate oversight of the academic and fiscal performance of the school or the management organization.
SUNY Renewal Benchmark 4D Fiscal & Facility Plans	The school provides a reasonable, feasible and achievable fiscal plan including plans for an adequate facility. Based on the elements present in the Application for Charter Renewal: • the school's budgets adequately support staffing, enrollment and facility projections; • fiscal plans are based on the sound use of financial resources to support academic program needs; • fiscal plans are clear, accurate, complete and based on reasonable assumptions; • information on enrollment demand provides clear evidence for the reasonableness of projected enrollment; and • facility plans are likely to meet educational program needs.