



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
ALBANY LEADERSHIP CHARTER
HIGH SCHOOL FOR GIRLS*

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



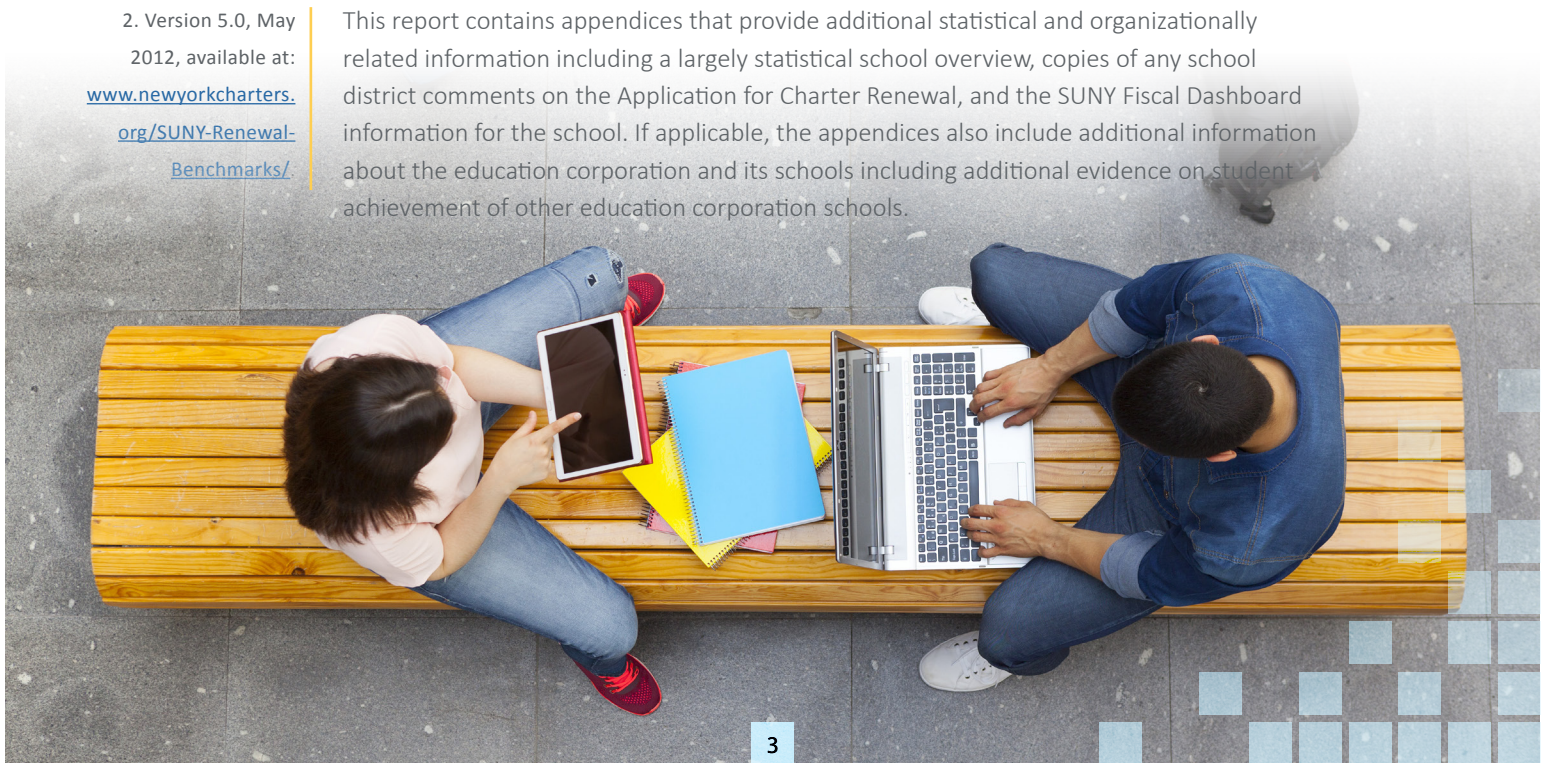
Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Albany Leadership Charter High School for Girls for a period of five years with authority to provide instruction to students in 9th – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 350 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

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

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Albany Leadership Charter High School for Girls ("Albany Leadership") received a short-term renewal from the SUNY Trustees in 2015 and the Institute gave targets at that time. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

3. SUNY Renewal Policies
(p. 13).

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012.

Albany Leadership makes good faith efforts to make progress toward meeting its enrollment and retention targets. While the school has not met the targets in the past, for the 2017-18 school year, the school has significantly increased its ELL population due to the strong and effective at-risk program. Albany Leadership plans to continue using the following strategies to meet its targets:

- targeting outreach to community organizations that serve a high population of ELLs and specialized middle schools and programs that serve at-risk students;
- providing translation services at outreach events and on the school's website;
- translating outreach materials into languages other than English;
- advertising the school in radio ads;
- continuing to provide a strong and supportive at-risk program, which in turn allows families to encourage other families to apply to the school;
- conducting a direct mail campaign that includes information about the programming provided for at-risk students; and,
- collecting and analyzing student exit surveys and conducting exit interviews with families leaving the school and using the information to improve its program and increase retention rates, specifically for ELLs.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

BACKGROUND

The SUNY Trustees granted Albany Leadership its original charter on January 27, 2009. Since the school's launch in 2010, Albany Leadership prides itself on being the first female-only charter high school in the state of New York. The school initially served 125 students in 9th and 10th grade and is authorized to serve 365 students in 9th – 12th grade during the 2017-18 school year. Albany Leadership will continue to serve students in 9th – 12th grade, with a projected total enrollment of 350 students during the renewal term.

The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The school leases the facility at 19 Hackett Blvd., Albany, NY in the Albany City School District.

MISSION STATEMENT:



The mission of Albany Leadership Charter High School for Girls is to prepare young women to graduate high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

EXECUTIVE SUMMARY

Albany Leadership continues to demonstrate the commitment to the mission included in its founding documents: preparing young women with the academic and life skills necessary to succeed in post-secondary opportunities. Over the charter term Albany Leadership has met or come close to meeting its key Accountability Plan goals.

Albany Leadership:

- Met its graduation goal over the charter term. The school's graduation rate⁵ exceeded that of the Albany City School District ("the district") by 20 percentage points in 2015-16, the most recent year with comparative data. Although district comparison data for 2016-17 are not yet available, if the district's graduation rate trend continues the school will continue to outperform the district.
- Ensures that its special populations meet the requirements for graduation at a substantially higher rate than their peers in the district. In 2016-17, 79% of the school's economically disadvantaged students graduated at the end of their fourth year, exceeding the most recent graduation rate for the district by 22 percentage points. The same year, 83% of the school's ELLs graduated, surpassing the 2015-16 district rate of 12% by 71 percentage points. Finally, 100% of Albany Leadership's students with disabilities graduated in 2016-17, exceeding the district performance which was 32% and 30% in 2015-16 and 2014-15, respectively.
- Posts commendable performance on attainment of Regents diplomas with advanced designation, a key measure of college preparation. From 2014-15 through 2016-17, Albany Leadership increased the proportion of its graduates earning an Advanced Regents Diploma by six percentage points, posting an upward trend while the district's rate of attainment declined.
- Provides support for its graduates when making plans following graduation. Following 2016-17, 71% of the school's graduates enrolled in a 2-year or 4-year college or university program. Roughly half of Albany Leadership's college going graduates enrolled in 4-year degree programs at local private colleges.
- Consistently performs at or above the district as measured by the Accountability Performance Level ("APL") for mathematics, despite falling below its targets for absolute achievement. Additionally, Albany Leadership has also demonstrated an upward trend in the percentage of its students achieving the college and career readiness standard in mathematics.

5. When the Institute evaluates the school's graduation rate, it uses the 4th year Cohort as of August. Similarly, the Institute uses the district's 4th year Cohort as of August as a comparison.

The Institute’s review of the current school program during the renewal visit indicated strong program improvements from the previous year’s evaluation visit. The school continues to formalize and systematize its work with curriculum and assessment to improve outcomes for teachers and students. The school’s assessment system improves instructional effectiveness and the curriculum supports teachers in their instructional planning. With a recent school leader transition, Albany Leadership’s instructional leadership team has refined its coaching and professional development practices to meet teachers’ developmental needs. Instruction at Albany Leadership has improved over the charter term, characterized by purposeful planning and clear expectations for students and teachers. The school’s board provides effective oversight of the academic program, and the school continues to partner with the Albany Charter School Network (“ACSN” or the “network”). ACSN is not a management organization but is a consulting and support organization. Albany Leadership is one of four separate Albany based not-for-profit education corporations that contract with ACSN for services that include instructional and operational support. The school has the organizational structures in place to operate the school in an educationally and fiscally sound manner.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Albany Leadership a Subsequent Full-Term Renewal.

NOTEWORTHY

Albany Leadership offers over 35 after school and weekend events throughout the year to engage students and families. Some of these events include: financial aid nights, Pink Night for Breast Cancer Awareness, Annual Poetry Café, Annual Art Show, Annual Fashion Flair, Girls Expo, family night barbecues, and various community dinners.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met or come close to meeting its key academic Accountability Plan goals in its subsequent charter term, Albany Leadership is an academic success. Based on evidence compiled throughout the charter term and at the time of the renewal visit, Albany Leadership's academic program is effective and supported by strong instructional leadership.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in six required areas of English language arts ("ELA"), mathematics, science, social studies, high school graduation, and college preparation. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁷ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the Board of Regents"⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide and nationally normed assessments, high school graduation, and college acceptance rates. Historically, SUNY's required measures include measures that present schools':

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

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

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort.⁹

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

9. For further information about cohort eligibility, please refer to NYSED's 2017-18 Student Information Repository Systems ("SIRS") Manual at www.p12.nysed.gov/irs/sirs/.

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SUNY
RENEWAL
BENCHMARK
1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Albany Leadership met its graduation goal during its three-year subsequent charter term. The school met or came close to meeting its college preparation goal over the majority of the term. Additionally, the school has met or come close to meeting its academic Accountability Plan goals in ELA, science, and social studies. The school made progress toward meeting its mathematics goal, while posting strong comparative performance against the district. The school did not meet its No Child Left Behind (“NCLB”) goal during the last two years of its Accountability Period.

Albany Leadership came close to meeting its key academic Accountability Plan goal in ELA over its three-year Accountability Period. In 2014-15, 47% of the school’s Accountability Cohort met the state’s college and career readiness standard, defined as scoring at least 75 on the Regents Comprehensive Exam in English or meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core). The same year, the school’s APL fell below the state’s Annual Measureable Objective (“AMO”) but surpassed the district’s performance on the same measure. The following year, Albany Leadership continued to outperform the district in AMO attainment and narrowed the gap between the school’s APL and the state target. Further, the school improved its performance against the college and career readiness standard, with 58% of the Accountability Cohort meeting or exceeding the standard, the school continued to post commendable performance in 2016-17.

Albany Leadership made progress toward meeting its mathematics Accountability Plan goal over the charter term. The school’s mathematics performance supports its students in meeting the requirements for high school graduation. From 2014-15 through 2016-17, the school increased the percentage of students meeting the college and career readiness standard in mathematics (defined as scoring at least 80 on the Regents Integrated Algebra exam or meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by six percentage points. Although Albany Leadership’s mathematics APL fell below the state’s AMO over the term, the school outperformed the district during all three years of its Accountability Period.

Albany Leadership met its science goal during every year of its charter term. The school’s Accountability Cohorts posted strong performance on a Regents science exam from 2014-15 through 2016-17. During those years, at least 87% of the Accountability Cohort students passed a Regents science exam by the completion of their fourth year in the cohort. Additionally, the school exceeded the performance of the district during both years in which

comparison data are available. The school's Total Cohorts outperformed the district during all three years of the Accountability Period, notably exceeding the district's performance by 20 percentage points in 2016-17.

Albany Leadership met its social studies goal over the charter term. During 2014-15, 79% of the school's Accountability Cohort students passed the U.S. History Regents exam by the end of their fourth year. The same year, 74% of those students passed the Global History Regents, falling just below the target of 75%. During 2015-16 and 2016-17, Albany Leadership's Accountability Cohorts exceeded the absolute targets for passing both exams. Over the entire Accountability Period, the Total Cohorts posted passing rates on both the U.S. History Regents and Global History Regents exams that exceeded the district.

According to the state's NCLB accountability system, Albany Leadership was identified as a Focus Charter during 2015-16, 2016-17, and 2017-18. As a result, the school failed to meet the NCLB goal included in its Accountability Plan. The state identifies charter schools as Focus Charters by evaluating schools' four-year graduation rate from three years prior to the designation, and AMO attainment from two years prior to the designation. Due to inaccuracies in data reporting to the New York State Education Department ("NYSED") during those years, Albany Leadership reported data on those measures that was below the school's actual performance. The school has since ensured that its data systems report accurate data to NYSED, however, NYSED will not revise the existing designation.

Albany Leadership met its high school graduation goal over the majority of the charter term. During 2014-15, the school fell below its absolute target for four-year graduation with 69% of its 2011 Graduation Cohort graduating within four years. While the school fell below its absolute target, the school outperformed the district by 13 percentage points on the same measure. In 2015-16, the school increased its graduation rate to 80%. Albany Leadership continued to outperform the Albany City School District and grew the gap between the school and the district to 20 percentage points. During 2016-17, the school met its graduation goal with 78% of the school's 2013 Graduation Cohort graduating. District comparison data are not yet available.

Albany Leadership met or came close to meeting its college preparation goal during the majority of its Accountability Period. During 2014-15, 66% of the school's graduates matriculated into a two-year or four-year college during the fall after graduation, falling below the target of 75%. The following year, the school met its goal with 77% of its graduates matriculating into college the fall after their graduation. Further, the school's rate of students obtaining a Regents diploma with advanced designation exceeded the district's for the first time during the charter term. During 2016-17, the school came close to meeting its college preparation goal when its matriculation rate fell slightly below the target to 71%. Laudably, the school continued to increase the percentage of students obtaining a Regents diploma with advanced designation to 24%. Albany Leadership is increasing its efforts to track the post secondary engagement of its graduates and use that information to improve its program. The school's 2016-17 graduates who matriculated into college and university programs split nearly evenly between two-year and four-year degree programs. Almost all of the graduates enrolled in four-year programs did so at local private colleges and universities.

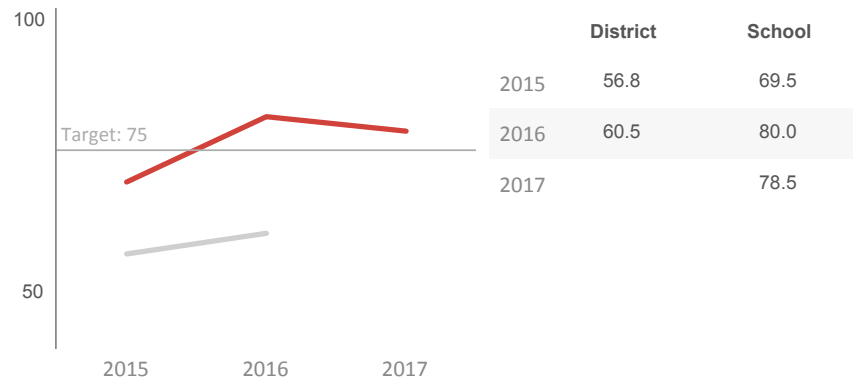
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ACADEMIC PERFORMANCE

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

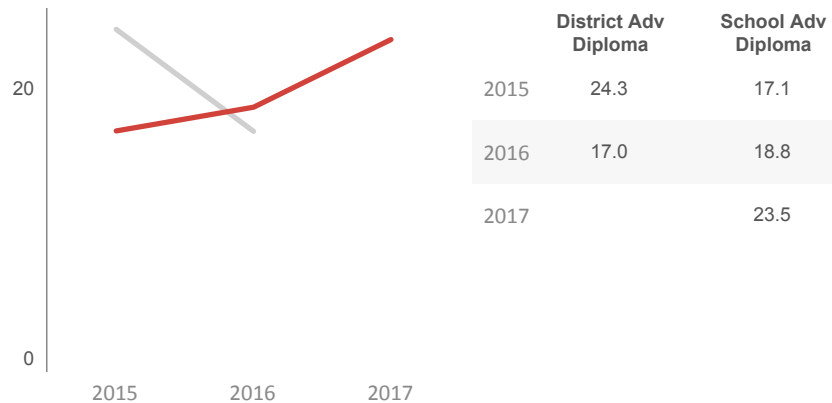
FOUR YEAR GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed that of the **District**.



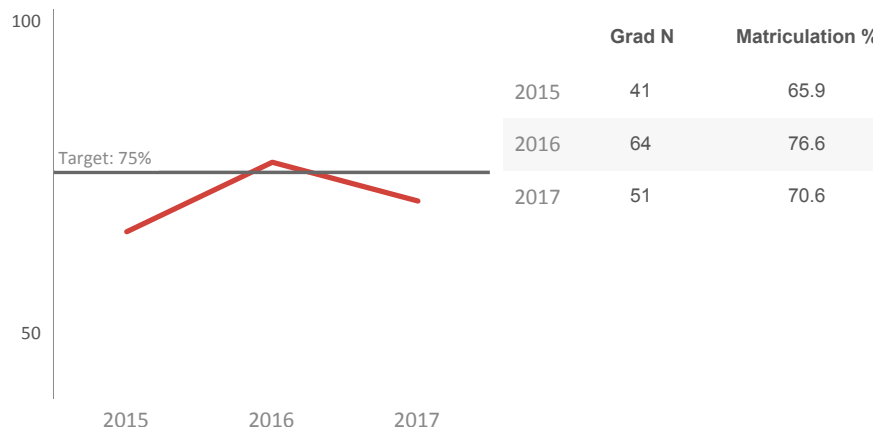
ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.



COLLEGE MATRICULATION

College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



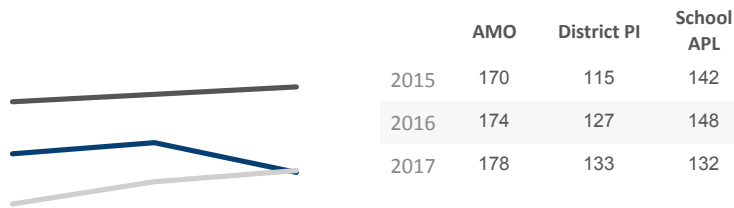
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ACADEMIC PERFORMANCE

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

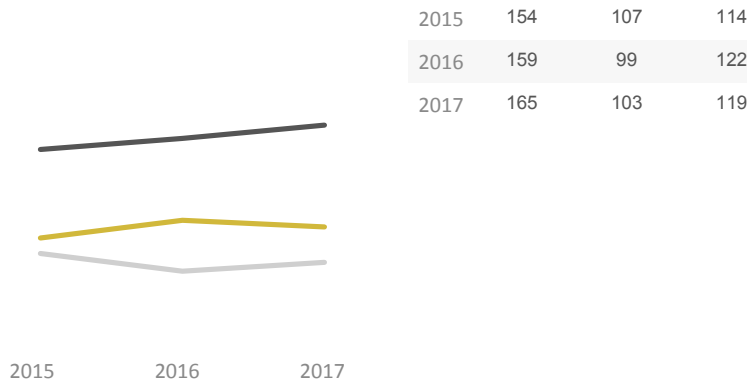
ENGLISH LANGUAGE ARTS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** will exceed the district's **Performance Index** and the **state's AMO**.



MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **math Accountability Performance Level** will exceed the district's **Performance Index** and the **state's AMO**.



SPECIAL POPULATIONS PERFORMANCE

| | 2015 | 2016 | 2017 |
|--|------|------|------|
| ELL Enrollment | 15 | 17 | 26 |
| Tested on NYSESLAT Exam | 12 | 15 | 17 |
| School Percent 'Commanding' or Making Progress on NYSESLAT | 25.0 | 26.7 | 11.8 |

The academic outcome data about the performance of ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

The school has an assessment system that improves instructional effectiveness and student learning. Albany Leadership uses a consistent suite of assessments and is building its capacity to use data to inform assessments and curriculum.

- The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. Albany Leadership administers the STAR assessment¹⁰ in reading and mathematics three times per year, and state Regents exams. These exams are valid and reliable. The school also administers internally-created interval assessments three times per year in all core subjects, which includes a mock Regents exam at the end of the year. Teachers structure the exam similar to a Regents test, and content team leaders and the director of academics review the assessments for alignment to state standards.
- The school has a valid and reliable process for scoring assessments. Teachers score student work within content departments using a Regents assessment rubric aligned to the school's standards referenced grading system. To maintain reliability, teachers do not score their own students' assessments, but instead score the assessments from another course within their department. For essays, teachers in the social studies and English departments each score a practice essay and norm scoring before scoring students' exams.
- Albany Leadership makes assessment data accessible to teachers, leaders, and board members. Teachers upload interval assessment data into Kyocera Teaching Assistant,¹¹ an online platform that generates score reports. School leaders access this data and the director of academics reviews the data closely during data meetings. Every month, the principal and director of academics present a data dashboard to the board's accountability committee and to the full board. The dashboard includes course failure rates, interval assessment data, and Regents exam data.
- Teachers use assessment results to meet the needs of students. Leaders recognize the need to improve the consistency with which teachers use assessment results across the school. Teachers analyze interval assessment data and use a common template to create an action plan that identifies standards with less than 80% proficiency, addresses misunderstandings, and outlines supports for individual students. The instructional

10. For additional information, please visit www.renaissance.com/.

11. For additional information, please visit usa.kyoceradocumentsolutions.com.

leader then holds data dialogue meetings to review action plans. School leaders recognize the need for improvement with teachers' data analysis skills, specifically in designing success criteria for re-teach objectives and how teachers address student misunderstandings. The Institute observed training that demonstrates that the new principal will provide data analysis support this school year. For example, instructional leaders led a targeted and effective professional development session on using assessment results to meet the needs of all students.

- School leaders use assessment results to develop professional development strategies and to evaluate teacher effectiveness. This year, instructional leadership team members each conduct two classroom walkthroughs per day. During walkthroughs, leaders review lesson plans and give feedback on lesson delivery, which they record in a shared Google document. Leaders then analyze the aggregate data and use it to develop and facilitate differentiated professional development sessions. For example, leaders held a 90-minute session on topics that had low ratings from walkthroughs, including classroom management, and developing a lesson purpose, objective, and success criteria. During this time, teachers who met walkthrough expectations engaged in a session on using assessment data to provide student interventions.
- Albany Leadership regularly communicates to parents and guardians about their students' progress. The school sends progress reports home every five weeks. Teachers update grades in the school's online grade book, which sends a notice to parents and students when a change has been made. Teachers regularly make phone calls home to parents and record the data in an online system used to track behavior. Leaders regularly review the frequency of communication taking place.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

The school's curriculum supports teachers in their instructional planning. School leaders have made thoughtful changes to systematize the lesson planning process, align instruction to lesson plans, and hold teachers accountable for high quality instruction.

- The school has a curriculum framework that provides a fixed, underlying structure and is aligned to state standards. ELA and mathematics teachers modify materials from EngageNY, while social studies and science teachers create their own curriculum documents, using the state standards as a guide.

- Teachers have supporting tools that enable them to know what to teach and when to teach it. With support from the network coaches, content leads and the director of academics review all curriculum documents. Leaders expect teachers to create a scope and sequence document for the entire year, which includes a calendar with the topic or objective for each day. Teachers electronically link their lesson plans within the scope and sequence document. Teachers also create unit plans on a standard template that includes aligned state standards, learning targets, success criteria, the duration of the unit, and a description of how the unit aligns to the previous and upcoming units. Notwithstanding leaders' efforts to improve the school's curriculum, the quality of these documents varies. Teachers do not consistently link lesson plans in the scope and sequence, or include the duration of units and measureable success criteria. Leaders recognize these issues and utilize meetings with teachers to improve the consistency so that teachers improve lesson pacing.
- School leaders and teachers develop and review curriculum documents, but the school is still working toward having a stronger systematic process in place. Teachers individually review and make curricular changes without consistent oversight from school leaders. Before the current school year, teachers worked with the network coaches and the director of academics to adjust curriculum based on historical Regents assessment data. However, the process that the network coaches use, and the support for curriculum adjustment, varies by content area. The previous principal made a significant shift in course structure for the current school year, decreasing the amount of instructional time for mathematics and ELA. There is no evidence to suggest that this decision was data driven, and the current school leader intends to reevaluate this decision and make any necessary adjustments prior to the start of the next academic year. Similarly, in previous years, the school has not had a clear system for which curriculum changes require leader review and approval, nor did it have a sufficient system for major review and changes. The instructional leadership team has established clearer expectations this year. Leaders also have established a plan to annually review and update the curriculum at the end of the current academic year.
- Teachers plan lessons that are focused but are not yet consistently purposeful. Teachers use a standard lesson planning template. Leaders expect lesson plans include the learning targets, aligned state standards, evidence of higher order thinking, performance tasks, success criteria for the lesson, data gathered to write the lesson, and data that will be gathered as a result of teaching the lesson. Teachers post the current day's lesson plan in their classrooms each day, and leaders review them during walkthroughs. Leaders' feedback from walkthroughs includes targeted coaching on their lesson plans and focuses on developing more strategic questions as this is inconsistent in plans. Leaders follow-up on this feedback during the next walkthrough and, when necessary, leaders will schedule one on one meetings with teachers that do not successfully implement lesson plan feedback.

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Albany Leadership classrooms demonstrate elements of high quality instruction. Most teachers communicate clear learning targets and success criteria, and lesson activities are aligned to lesson plans. However, instruction lacks urgency and does not yet fully provide opportunities for students to engage in higher order thinking. As shown in the chart below, during the renewal visit, Institute team members conducted 27 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

| | | GRADE | | | | | |
|--------------|---------|-------|----|----|----|-------|-------|
| | | 9 | 10 | 11 | 12 | Mixed | Total |
| CONTENT AREA | ELA | 1 | 1 | 1 | 2 | 2 | 7 |
| | Math | 2 | 1 | 1 | 4 | | 8 |
| | Science | | 1 | 2 | 1 | | 4 |
| | Soc Stu | 2 | 1 | 2 | 2 | | 7 |
| | Other | | 1 | | | | 1 |
| | Total | 5 | 5 | 6 | 9 | 2 | 27 |

- Teachers deliver lessons with clear objectives that are aligned to the school's curriculum (22 out of 27 lessons observed). Teachers post the objective and learning targets in student-friendly terms on the board. Teachers' instruction and student handouts are aligned to these targets. Teachers also clearly communicate to students the lesson's success criteria. The level of alignment between the lesson plan and the instructional delivery has improved since the Institute's last visit in the spring of 2017.
- More than half of teachers regularly and effectively check for student understanding, a significant improvement since the Institute's last visit (15 out of 27 lessons observed). Leaders identify this as an area to improve and provide teachers with feedback on checks for understanding through lesson plan and observation feedback. In many classrooms teachers provide support by asking targeted, scaffolded questions, often through check-ins with individual students during work time. Teachers also cold call or question

multiple students to gauge misunderstandings across the class. Teachers utilize these strategies to inform next steps within a lesson, often adjusting the activity to meet the needs of students.

- Some lessons include opportunities for students to engage in higher order thinking (8 out of 27 lessons observed). Teachers provide opportunities for higher order thinking to students in written prompts, specifically in ELA or humanities courses. In discussion, teachers miss opportunities because most teachers ask procedural questions that require only factual recall. Teachers also miss opportunities for students to evaluate peers' thinking and engage in discussion. Leaders focus attention during walkthroughs and lesson plan review to provide feedback to teachers on improving their crafting and executing of higher order thinking questions and plan development opportunities through professional development sessions to develop this area.
- A majority of teachers use techniques to focus students on learning, a significant improvement since the Institute's last visit (19 out of 27 lessons observed). Across classrooms, students work on assigned tasks and teachers have lesson materials prepared ahead of time. Teachers with a strong classroom culture utilize effective pacing techniques and immediately address low-level misbehaviors that creates a sense of urgency for learning.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

In its eighth year of operation, Albany Leadership continues to develop and refine its instructional leadership practices. With a recent school leader transition, the school shows evidence of strengthened systems around differentiated professional development for teachers and critical feedback aligned to high quality instruction.

- The school's leadership is beginning to establish an environment of high expectations for teacher and student performance. A new school leader started one month prior to the school visit. The new school leader's high expectations had a noticeable impact on school systems, such as clear expectations for lesson planning, regular classroom observations, feedback provided via walkthroughs, and differentiated professional development.
- The instructional leadership supports the development of the teaching staff. The instructional leadership team is comprised of the principal, director of academics, dean of students, and director of student support services. The current principal held a former instructional leadership position at the school and, therefore, has intimate knowledge

of the school's strengths and areas for improvement. In addition to the instructional leaders mentioned, four content coaches from the network provide support to teachers and leaders weekly. Additionally, each grade and content area has a designated teacher leader.

- Instructional leaders provide sustained, systematic, and effective coaching and supervision that improves teachers' instructional effectiveness. The new principal has refined and systematized the process for classroom walkthroughs to improve the quality and effectiveness of the coaching that leaders provide. The principal has set an expectation that each instructional leader completes two walkthroughs per day in classrooms the principal assigns on a weekly basis. Leaders provide teachers feedback after each walkthrough via a Google form that aligns to the school's teacher evaluation rubric. All observation data are stored and analyzed electronically for leaders to view schoolwide data trends. Leaders use the data to inform coaching and professional development. At the time of the visit, this system had been in place for one month and leaders had completed approximately 59 walkthroughs, suggesting alignment to the principal's expectations and commitment to increasing teacher effectiveness. Prior to implementing the walkthrough feedback system, leaders spent the end of September co-observing to norm on the rubric.
- Instructional leaders provide opportunities for teachers to plan curriculum and instruction within and across grade levels, and the instructional leadership team is working to build the capacity of teacher leaders to provide more effective guidance in the planning process. Grade and content leads each facilitate a team meeting once per month. Teachers review student data and discuss student progress during grade team meetings. Content leads use content meetings to focus on vertical alignment of the curriculum. The network coaches attend content meetings to support the curricular planning. Instructional leaders will informally participate in meetings on an ad hoc basis. Grade and content leads provide meeting notes to the instructional leadership; leaders recognize a need to provide clear expectations regarding the components of the meeting agenda and the expected outcomes from the grade level and content team meetings.
- Instructional leaders establish a comprehensive professional development program that effectively develops the teaching staff. In contrast to previous years, Albany Leadership provides teachers with differentiated professional development based on classroom data collected via regular walkthroughs. Teachers are satisfied with the professional development program, citing alignment in the individualized walkthrough feedback they receive and the differentiated sessions they are assigned to attend. The Institute team also observed clear alignment between the session topics and the schoolwide walkthrough data.

- Professional development activities are interrelated with classroom practice. Leaders identify schoolwide coaching trends based on the walkthrough data. Each month the leadership selects three to four areas of focus based on the data and provide multiple professional development sessions per month targeting the focus areas. Within the selected focus areas, leaders assign teachers to attend professional development sessions based on their individual walkthrough data and the individual goals they create as part of the evaluation process. The instructional leadership team collects teacher feedback after each session via a Google form. Leaders also intend to track the effectiveness of the sessions by comparing walkthrough data month to month.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Leaders meet with teachers three times a year to determine goals and check in on the progress made toward goals. Albany Leadership utilizes an internally created rubric as part of the evaluation process. Leaders use the same components of this rubric in walkthroughs, allowing teachers to regularly check in on their own progress based on the walkthrough feedback they receive. Instructional leaders hold teachers accountable for student growth goals via the evaluation system, as 50% of a teacher's final rating is based on student data. Through this system, instructional leaders hold teachers accountable for quality instruction and student achievement.

SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Albany Leadership is developing systems to increase the academic achievement of students at risk of academic failure. This year, the school increased its capacity to serve students with disabilities. Albany Leadership also increased its capacity to serve ELLs after experiencing a 33% increase in ELL enrollment. The school successfully supports students at risk of academic failure in meeting the requirements for graduation: in 2016-17, Albany Leadership graduated 79% of its economically disadvantaged students, 83% of its ELLs, and 100% of its students with disabilities within four years of entering the total cohort for graduation.

- This year, Albany Leadership has made improvements to its system for identifying students requiring extra academic supports. After a review of all existing available records to identify students eligible for English language acquisition supports or special education services, the school uses data from baseline standardized assessments to assign students to intervention groups. Instructional leaders assign students scoring below the 10th percentile on the STAR reading or mathematics assessments to the most intensive intervention groups. Students scoring below the 25th percentile receive less

intensive pull-out interventions, and students scoring under the 40th percentile receive additional supports within the classroom setting from the general education classroom teacher or from a push-in intervention specialist. The school refers students who continuously struggle in the most intensive intervention tier to the district's Committee on Special Education ("CSE") to evaluate the student for an Individualized Education Program ("IEP"). Albany Leadership uses the Home Language Identification Survey and, when necessary, an interview with the family to identify families who speak languages other than English in the home. The school administers the New York State Identification Test for English Language Learners ("NYSITELL") to determine if students require English language acquisition supports. The school also assigns students whose existing records indicate they require ELL services to English for Speakers of Other Languages ("ESOL") classes. Instructional leaders continuously monitor assessment results, student work products, and course grades to ensure that students who struggle receive support.

- Albany Leadership's intervention programs support the academic needs of at-risk students. This year, Albany Leadership has differentiated its services for ELLs to ensure that students who require the most support get the most contact with ESOL teachers in standalone classes while students closest to meeting English language proficiency continue to receive support in the general classroom setting. ELLs requiring the most intensive supports receive three times the state's minimum required number of minutes of English language instruction. The school also revised its schedule this year to collapse some course sections. The revised schedule enables leaders to assign teachers to specific course sections so they can support students with special education needs and students at risk of academic failure. The school also effectively meets the mandated needs of students with disabilities through its consultant teacher services. Both students with disabilities and ELLs meet the requirements for graduation in proportions greater than those in the district.
- General education teachers and learning specialists work together to ensure that students requiring extra support receive it in the general education setting. Besides the push-in supports, general education and special education teachers confer during weekly common planning time about strategies that will effectively support at-risk students in the classroom. Instructional leaders require teachers to plan differentiated lesson content and pedagogical strategies in their lesson plans. General education teachers co-plan these sections with special education teachers and share these plans with ESOL teachers. Although the system for collaborating with ESOL teachers is less formal, ESOL teachers are aware of lesson content prior to teaching lessons and can plan their push-in supports accordingly.

- In general, the school sets graduation as the common goal for all students, regardless of at-risk status. Special education teachers use student work products, assessment results, and course grades on progress reports to monitor the progress of students with disabilities toward meeting that goal. Special education teachers also use IEP Direct, an online database that stores IEP information, to monitor students' progress toward meeting their individual IEP goals. Teachers of ELLs use internally developed assessments to monitor progress toward English language proficiency in the four domains of listening, speaking, reading, and writing. Special education teachers and ESOL certified teachers are aware of their students' progress, the school does not yet have systems in place to share these data with general education teachers. The school uses its STAR assessment and progress report data to monitor progress of students assigned to academic intervention services. General education teachers are aware of these results.
- The school provides training to general education teachers about accurately identifying and supporting students who struggle academically. During summer professional development, the ESOL certified teacher and special education teachers lead professional development sessions for the school community on these topics. Special education teachers also meet with teachers individually to review the contents of IEPs and ensure general education teachers have strategies for supporting students in their classrooms and are aware of required testing accommodations.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Albany Leadership is an effective and viable organization. The operational structure is effective in providing support to allow instructional leaders to focus on instruction.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Albany Leadership is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school community appreciates the school as a single gender option. Additionally, the school's character education program provides students with positive social-emotional learning opportunities.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The school conducted its own parent satisfaction survey. This year, 85% of families who received the survey responded. The majority of survey respondents (87%) indicate satisfaction with the school, and the response rate is sufficient to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 13 parents in attendance at the focus group expressed satisfaction with the way the school keeps them informed, specifically through the online platforms PowerSchool and Kickboard that families can access to stay informed on academics and

behavior. Families also expressed satisfaction with the inclusive school community that Albany Leadership provides, citing that the school feels safe and respectful. Families identify access to college resources as an area of improvement for the school.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 79% of Albany Leadership students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the Albany City School District or the NYSED is available to the Institute to provide either district or state wide context.

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Albany Leadership continues to develop its capacity to deliver a high quality educational program. This year, the school invested in its infrastructure to support the use of technology in the classroom, established clearer lines of accountability, and developed procedures to more closely monitor and evaluate its programs.

- Albany Leadership has established an administrative structure that supports the school in carrying out its educational program. The principal and academic dean serve as the school's primary instructional leaders while a director of operations oversees the school's operational functions. The network provides both operational and academic support to the school. This year, the operations team demonstrates a high level of capacity that allows instructional leaders to devote the majority of their time to academics. The operations team has focused on stocking the school with a complete library and new technology in each classroom. The school now has a one-to-one ratio of computers to students and has implemented Google classroom. Each student has a unique log-in and the school stocks sufficient resources for students to access their Google classroom accounts in every course throughout the day. In addition to the new technology, the operations staff installed a second internet access port to ameliorate problems associated with low bandwidth and high demand. Concomitantly, at the time of the renewal visit, the principal and other instructional leaders have conducted nearly 60 coaching walkthroughs. Within this improved structure, teachers know who to go to for what.

- Albany Leadership has clear expectations for student behavior on the administrative level. Culture leaders support teachers with designing and implementing clear expectations for classroom learning and behavior. This year, the school uses Kickboard, an electronic data collection tool and repository for student behavior and discipline data. Due to a slight increase in out-of-school and in-school suspensions from 2015-16 to 2016-17, the school adopted Kickboard to better and consistently track and analyze discipline data. The new school leader prioritized reducing the number of behavior infractions and will utilize these data to help ensure that the school is minimizing the number of suspensions. Additionally, the school has altered its discipline procedures over the course of the charter term to focus on redirecting student behavior through restorative measures rather than expulsions, which has helped lower the expulsion rate at the school. These changes have also helped increase students' time in the classroom and decreased opportunities for small infractions to escalate to larger ones. Hallway monitors use tablets to track student tardies and behavior infractions in the school's public spaces. Teachers use the school's CLEAR (College Readiness, Leadership, Empowerment, Accountability, Resolve, and Resiliency) values to guide their classroom culture-setting routines. Leaders support teachers in their efforts to maintain positive classroom culture and focus on learning and academic achievement.
- The school retains dedicated teachers and staff members. With the departure of the school's previous principal, the school identified a strong instructional leader to promote to the principal role. Additionally, the outgoing principal worked with the incoming principal to ensure a smooth transition. All of the other instructional leaders and 80% of teachers returned for the current school year. The operational staff has not experienced any turnover during the past five years. The school maintains efforts to retain high quality teachers.
- Albany Leadership maintains adequate student enrollment. The school budgets conservatively for 350 students, less than the chartered enrollment, and, this year, enrolled 365. The school is able to accept most applicants but has a small waitlist at two grade levels.
- The director of advancement monitors the school's recruitment efforts in an attempt to increase its enrollment of ELLs and students with disabilities. For 2017-18, the school saw a 33% increase in its enrollment of ELLs and attributes the increase to the high quality of its services for students and word of mouth among immigrant communities. The director of advancement targets recruitment activities to organizations where the data indicate

a high return on investment from those efforts. The school monitors data on its reach, engagement, and enrollment associated with events and adjusts its efforts to maximize its efficiency. In addition to outreach efforts, Albany Leadership monitors its retention data and recognizes the need to decrease attrition. This year, the school performs exit interviews with families choosing to leave the school and plans to use the information to improve its program.

- Albany Leadership monitors its programs and makes adjustments when necessary. This year, the school increased its staff to serve more students with disabilities and ELLs. Early in his tenure, the principal performed an audit of the school's schedule and identified areas where the school could more efficiently invest teaching resources to better support students, especially those at risk of academic failure. Albany Leadership has not yet developed a guidance department that consistently provides sufficient support to families navigating the college application, acceptance, and financial aid systems. Albany Leadership's families are often navigating these systems for the first time and, although the school provides a basic level of guidance for students and families, the school falls short of providing the support that many caregivers require to successfully prepare their students to enroll in and persevere through a four-year college program. Last year, 71% of the school's graduates matriculated into a two-year or four-year college or university program.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

Albany Leadership's board continues to function effectively, working to achieve the school's Accountability Plan goals. The board effectively managed the outreach, selection, hiring, and onboarding of a new school leader at the start of the 2017-18 school year.

- The board possesses the skill sets necessary to provide effective oversight to the academic, financial, and operational health of the school. Board members possess expertise in a variety of fields such as higher education, educational leadership, finance, policy, and community relations. The board operates two committees, finance and accountability, that meet monthly. The board has interest in adding additional capacity of finance and community organizing during the next charter term.
- Albany Leadership's board has put systems in place to receive regular reporting that enables the board to provide effective oversight. The school leader provides monthly reports to the accountability committee and the full board. The director of finance and operations provides a monthly report to the finance committee. These reports have

metrics aligned to the school's Accountability Plan and annual priorities and provide the board with sufficient information to provide appropriate oversight of the school's program and finances.

- The board successfully recruits, hires, and retains key personnel. The previous school leader resigned, and the board conducted a search for the new school leader. The search yielded a competitive pool of candidates and the board conducted a selection process. After finalizing the new hire, the board has been thoughtful about the onboarding process for the new school leader and is leveraging its existing partnership with the network to provide additional support to the new leader.
- The board regularly evaluates the school leader and holds the leader accountable for student achievement. The board monitors the school leader's performance in the areas of academics, school culture, and finance. The board has specific metrics in each area to track the leader's progress. The board does not have a formal process in place for its own evaluation; however, it sets time aside to set priorities annually and regularly check in on how it is doing to meet its goals. The board is also diligent in evaluating and monitoring the network's fulfillment of its contractual obligations.
- The board effectively communicates with the school community. In addition to monthly meetings with the school leader, the board attends various school events throughout the year such as the November community dinner. Board members who possess experience with higher education participate in college events. An active parent representative sits on the board and serves as a liaison between the board and the family action committee.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has a functioning committee system with accountability and finance being a focus over the current charter term.
- The finance committee assists in fiscal oversight, presenting to the full board a fiscal dashboard.

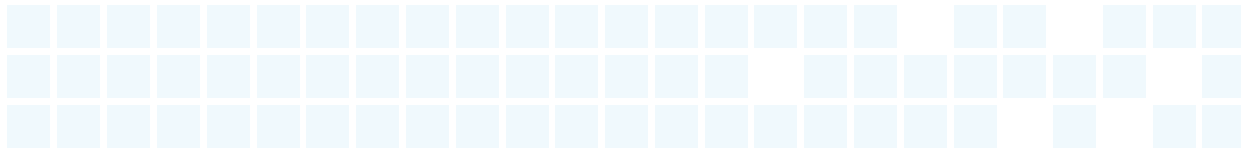
- After receiving a short-term renewal, the board has focused on monitoring its work and provided each committee goals and deliverables over a timeline leading to the school's renewal application submission.
- The governance committee has been successful in filling vacancies over the charter term.

SUNY RENEWAL BENCHMARK 2F

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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with certain, minor exceptions.

- **Annual Reports.** The education corporation has not posted recent school annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **By-laws.** The education corporation's by-laws had a few technical deficiencies regarding the appointment of committee members. In addition, its conflicts of interest provisions should be updated to the comply with the provisions of New York Not-for-Profit Corporation Law and correspond to the Code of Ethics. The Institute will also ensure this is updated prior to the start of a new charter term.
- **Code of Ethics.** The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law. The Institute will also ensure this is updated prior to the start of a new charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **FERPA.** The school does not have the appropriate policy to designate directory information and the ability of parents to opt out of the release of directory information in accordance with the Family Educational Rights and Privacy Act. The Institute will ensure compliance prior to the start of the next charter term.



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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, Albany Leadership is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹²

Albany Leadership maintains a service agreement with the Albany Charter School Network, which includes academic services related to curriculum, instruction, assessment, and coaching. The service agreement also includes operational services related to human resources, recruitment, student recruitment, fundraising, and communications. The service fee is \$105,504 for the 2017-18 school year; the service agreement is reviewed and extended on an annual basis.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Albany Leadership maintains fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and by making appropriate adjustments when necessary.

- Albany Leadership’s principal and business manager develop the budget and present to the board finance committee, and eventually the full board, for approval.
- The school leadership team routinely analyzes budget variances, discusses material variances with the finance committee and board, and revises the budget as necessary.
- The next charter term projection reflects a steady grade and enrollment chart with stable budgets based on historical actual costs.
- The school leases the facility from the Brighter Choice Foundation, Inc., through June 30, 2018, and is reviewing facility options for the next charter term. The budget projections assume facility cost will remain the same, which is reasonable.

SUNY
RENEWAL
BENCHMARK
3A

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



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SUNY RENEWAL BENCHMARK 3B

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established and maintained appropriate fiscal policies, procedures, and internal controls.

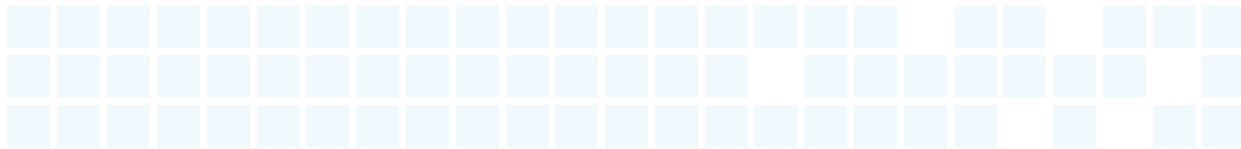
- Written policies address key issues including internal controls, financial reporting, cash disbursements and receipts, payroll, bank reconciliations, petty cash, credit cards, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The school leadership and the board to help ensure that the school follows established policies and procedures.
- The education corporation's most recent audit report of internal control related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles (GAAP) and the independent audits of those statements received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.
- The recent audit report for the fiscal year ending June 30, 2017 reported an operating surplus in excess of \$400,000 for 2016-17, which is a continuation of the strong fiscal health of the school. The board rightfully views the surplus as helping to create the necessary reserve, not a solution to its future real estate needs.



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**SUNY
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3D**

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations.

- Albany Leadership posts a fiscally strong composite score rating on the Institute's financial dashboard, indicating a consistent level of fiscal stability over the charter term.
- Albany Leadership has relied primarily on recurring operating revenues and accumulated surpluses and is not dependent upon variable income for its financial needs. Program needs are met without budgetary restraints.
- Albany Leadership prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly, and retains a healthy 4.3 months of cash on hand. Albany Leadership maintains a healthy balance sheet with net assets in excess of \$2.0 million as reported in the June 30, 2017 audit report.
- As a requirement of charter agreements, Albany Leadership has established the separate bank account for the dissolution fund reserve of \$75,000.



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FUTURE PLANS



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

Albany Leadership is an academic success, supported by an effective and viable organization. The school is fiscally sound and presents sound financial plans. As such, the plans for Albany Leadership to operate for a five year term are reasonable, feasible, and achievable.

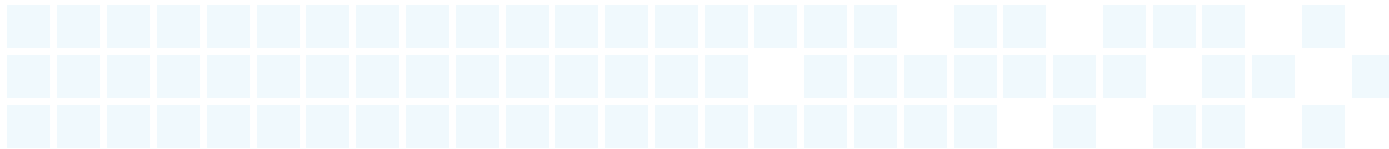
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Albany Leadership plans to implement the same core elements in the next charter term that have led to the school meeting or coming close to meeting its Accountability Plan goals during the current charter term.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve Albany Leadership in the future.

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

| | CURRENT | END OF NEXT CHARTER TERM |
|----------------------------|---------|--------------------------|
| Enrollment | 365 | 350 |
| Grade Span | 9-12 | 9-12 |
| Teaching Staff | 36 | 36 |
| Days of Instruction | 190 | 190 |



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The school intends to continue instruction for 9th – 12th grades in their existing facility and is currently reviewing facility options for the next charter term, as the current lease expires in 2018. The board (together with outside counsel it will hire) appear fully prepared to handle the facility issues and understands its fiduciary obligations.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Albany
Leadership

Ax

APPENDICES

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FD^D
FISCAL DASHBOARD

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APPENDIX A: School Overview

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS BOARD OF TRUSTEES

CHAIR

Elizabeth Robertson

TREASURER

Margaret M. Moree

SECRETARY

Margaret M. Moree

TRUSTEES

Sharon Cates-Williams

Dr. Daniel MacGregor

Rebekah Brisbane

Anzala Alozie

James Vallee

SCHOOL LEADERS

PRINCIPAL

William Rivers, Principal (September 2017 to Present)

Christina Roberts, Principal (January 2014 to September 2017)

Nadeen Herring, Interim Principal (June 2013 to December 2013)

Melissa Jarvis Cedeno, Principal (2010-11 to May 2013)

SCHOOL CHARACTERISTICS

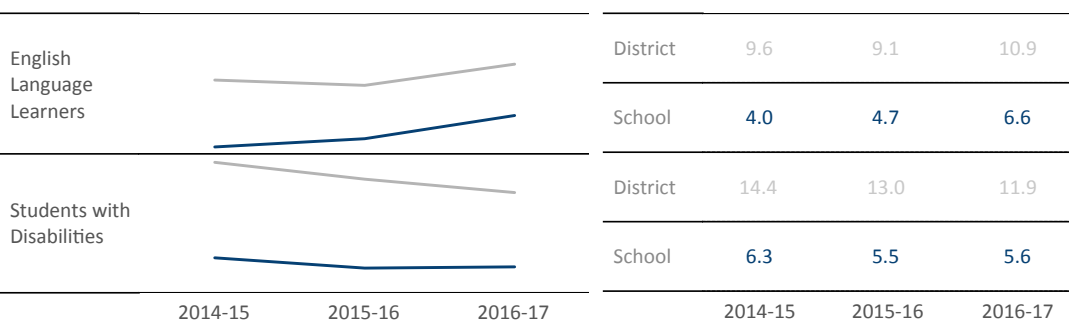
| SCHOOL YEAR | CHARTERED ENROLLMENT | ACTUAL ENROLLMENT | ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT | PROPOSED GRADES | ACTUAL GRADES |
|-------------|----------------------|-------------------|--|-----------------|---------------|
| 2013-14 | 375 | 328 | 87% | 9-12 | 9-12 |
| 2014-15 | 375 | 341 | 91% | 9-12 | 9-12 |
| 2015-16 | 355 | 348 | 98% | 9-12 | 9-12 |
| 2016-17 | 360 | 350 | 97% | 9-12 | 9-12 |
| 2017-18 | 365 | 355 | 97% | 9-12 | 9-12 |

APPENDIX A: School Overview

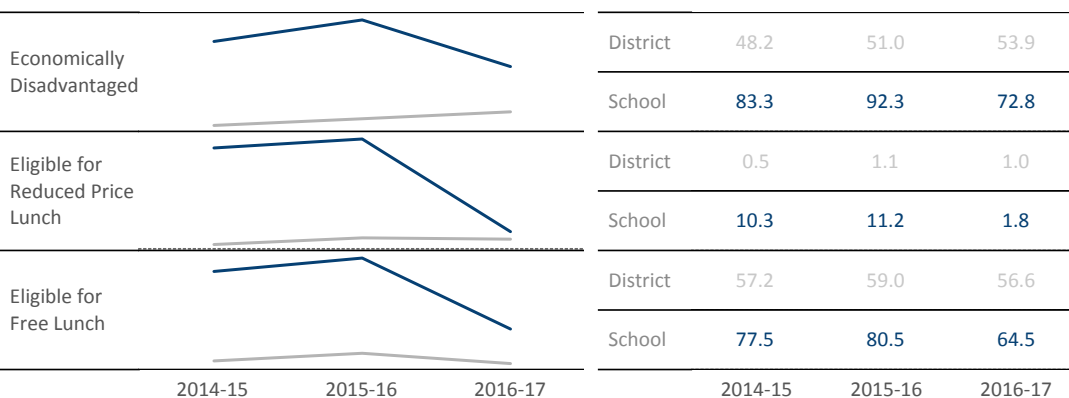
Albany Leadership Charter High School for Girls

Albany City School District

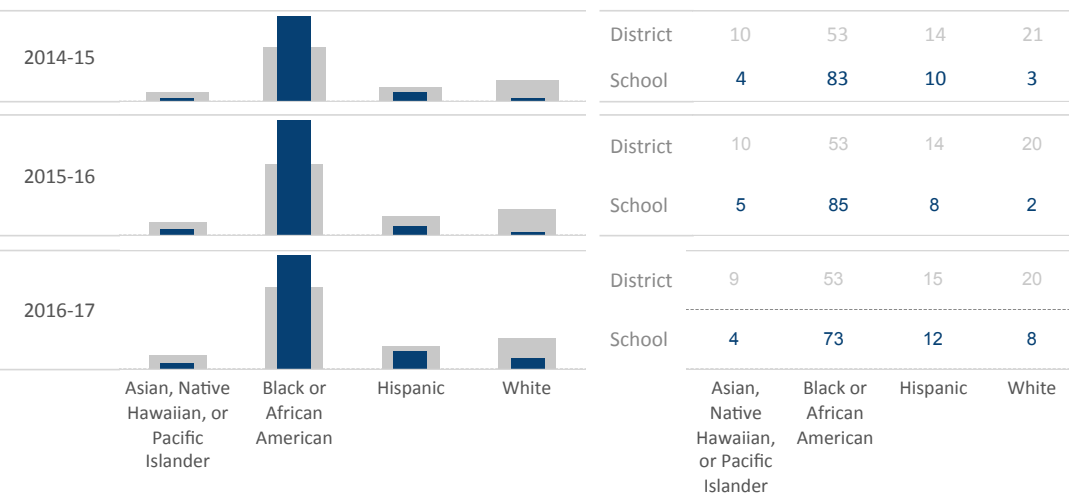
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

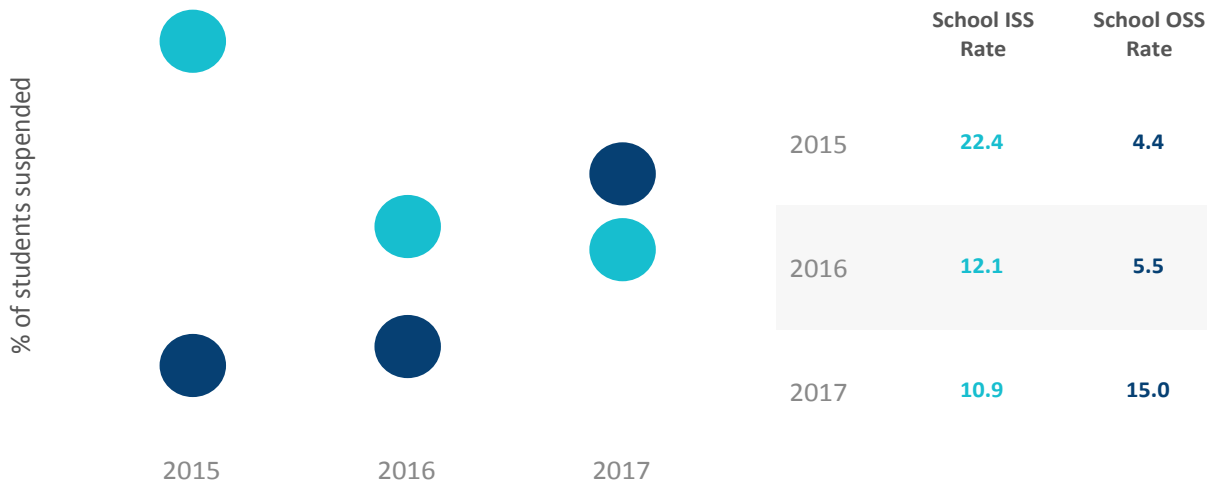


Due to the historical inconsistencies with data reporting, the data represented in these charts may not reflect the most precise student enrollment rates for the 2016-17 school year. This issue has since been resolved by the school and moving forward the school has implemented an internal system to ensure the data reported to NYSED accurately reflects their internal data.

APPENDIX A: School Overview

Albany Leadership Charter High School for Girls

Albany City School District



Comparison data 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.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



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

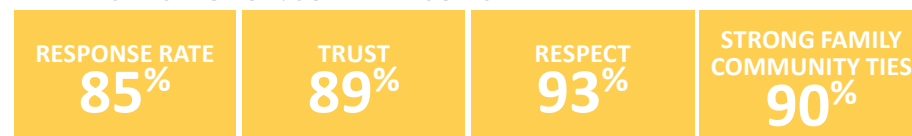
| 2015 | 2016 | 2017 |
|------|------|------|
| 8 | 3 | 1 |

Albany Leadership Charter High School for Girls's Enrollment and Retention Status: 2016-17

| | | | District Target | School |
|------------|----------------------------|------------------------|-----------------|--------|
| Enrollment | Economically disadvantaged | <div><div></div></div> | 68.7 | 73.4 |
| | English language learners | <div><div></div></div> | 9.0 | 7.0 |
| | Students with disabilities | <div><div></div></div> | 14.8 | 5.4 |
| Retention | Economically disadvantaged | <div><div></div></div> | 88.1 | 71.5 |
| | English language learners | <div><div></div></div> | 91.6 | 70.0 |
| | Students with disabilities | <div><div></div></div> | 84.0 | 83.3 |

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

| SCHOOL YEAR | VISIT TYPE | DATE |
|-------------|--------------------|---------------------|
| 2010-11 | First Year | February 17, 2011 |
| 2011-12 | Evaluation | November 9-10, 2011 |
| 2013-14 | Evaluation | January 8-9, 2014 |
| 2014-15 | Initial Renewal | November 5-6, 2014 |
| 2016-17 | Evaluation | May 9, 2017 |
| 2017-18 | Subsequent Renewal | October 25-26, 2017 |

CONDUCT OF THE RENEWAL VISIT

| DATE(S) OF VISIT | EVALUATION TEAM MEMBERS | TITLE |
|---------------------|-------------------------|--|
| October 25-26, 2017 | Hannah Colestock | School Evaluation Analyst |
| | Kerri Rizzolo | School Evaluation Analyst |
| | Keegan Prue | Program Analyst |
| | Jeff Wasbes | Executive Deputy Director for Accountability |

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

| ELEMENT | EVIDENT? |
|--|----------|
| Single gender education; | + |
| Extended school day and school year; | + |
| College preparatory curriculum; and, | + |
| Character education through service learning and advisory. | + |

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY Albany Leadership Charter High School for Girls

| | 2014-15 | | 2015-16 | | 2016-17 | |
|---|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|
| | 2011 Cohort N | % | 2012 Cohort N | % | 2013 Cohort N | % |
| English Language Arts ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least 75 on the Regents English exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 75 on the Regents English exam. 3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. COMPARATIVE MEASURE 4. Each year, the APL of the school's 4th year cohort will exceed that of the local district. | 50 | 46.9 | 69 | 56.5 | 57 | 40.4 |
| | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | NR | NR | NR | NR | NR | NR |
| | APL | AMO | APL | AMO | APL | AMO |
| | 142 | 170 | 148 | 174 | 132 | 178 |
| Mathematics ABSOLUTE MEASURES 1. Each year, 65 percent of students will score at least 80 on a NYS Regents mathematics exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade ELA exam will score at least 80 on the Regents English exam. 3. Each year, the Performance Index (PI) on the Regents math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. COMPARATIVE MEASURE 4. Each year, the APL of students in the 4th year cohort will exceed the PI of the local district. | 50 | 22% | 69 | 27.5% | 57 | 28.1% |
| | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | NR | NR | NR | NR | NR | NR |
| | APL | AMO | APL | AMO | APL | AMO |
| | 114 | 154 | 122 | 159 | 119 | 165 |
| | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District |
| | 142 | 115 | 148 | 127 | 132 | 133 |
| | YES | | YES | | YES | |
| | | | | | | |
| | | | | | | |
| | 2011 Cohort N | % | 2012 Cohort N | % | 2013 Cohort N | % |
| | 50 | 22% | 69 | 27.5% | 57 | 28.1% |
| | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | NR | NR | NR | NR | NR | NR |
| | APL | AMO | APL | AMO | APL | AMO |
| | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District |
| | 114 | 107 | 122 | 99 | 119 | 103 |
| | YES | | YES | | YES | |
| | | | | | | |
| | | | | | | |
| | 2011 Cohort N | % | 2012 Cohort N | % | 2013 Cohort N | % |
| | 50 | 22% | 69 | 27.5% | 57 | 28.1% |
| | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | NR | NR | NR | NR | NR | NR |
| | APL | AMO | APL | AMO | APL | AMO |
| | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District |
| | 114 | 107 | 122 | 99 | 119 | 103 |
| | YES | | YES | | YES | |
| | | | | | | |
| | | | | | | |
| | 2011 Cohort N | % | 2012 Cohort N | % | 2013 Cohort N | % |
| | 50 | 22% | 69 | 27.5% | 57 | 28.1% |
| | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | NR | NR | NR | NR | NR | NR |
| | APL | AMO | APL | AMO | APL | AMO |
| | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District | Comparison: Albany CSD School | District |
| | 114 | 107 | 122 | 99 | 119 | 103 |
| | YES | | YES | | YES | |
| | | | | | | |
| | | | | | | |

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY Albany Leadership Charter High School for Girls

| | 2014-15 | | | | MET | 2015-16 | | | | MET | 2016-17 | | | | MET |
|---|-------------------------------|-----------------------|------------|-------|------|-------------------------------|-----------------------|------------|-------|-----|-------------------------------|-----------------------|------------|-------|-----|
| | Cohort | N | % promoted | | | Cohort | N | % promoted | | | Cohort | N | % promoted | | |
| High School Graduation ABSOLUTE MEASURES 1. Each year, 75 percent of students in the first and second year Graduation Cohorts will pass their core academic subjects by the end of August and be promoted to the next grade. 2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort. 3. Each year, 75 percent of students will graduate after the completion of their fourth year. 4. Each year, 95 percent of students will graduate after the completion of their fifth year. COMPARATIVE MEASURE 5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district. | 2013 | 88 | 81 | YES | 2014 | 84 | 79 | YES | 2015 | 114 | 78 | YES | YES | | |
| | 2014 | 97 | 67 | NO | 2015 | 109 | 93 | YES | 2016 | 98 | 80 | YES | YES | | |
| | All | 185 | 73.5 | NO | All | 193 | 89.0 | YES | All | 212 | 79.0 | YES | YES | | |
| | 2013 Cohort N | % passing ≥ 3 Regents | | | | 2014 Cohort N | % passing ≥ 3 Regents | | | | 2015 Cohort N | % passing ≥ 3 Regents | | | |
| | 88 | 51 | | | NO | 84 | 71 | | | NO | 114 | 55 | | | NO |
| College Preparation COMPARATIVE MEASURES 1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. 2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. | 2011 Cohort N | % promoted | | | | 2012 Cohort N | % promoted | | | | 2013 Cohort N | % promoted | | | |
| | 59 | 69.5 | | | NO | 80 | 80 | | | YES | 65 | 78.5 | | | YES |
| | 2010 Cohort N | % Graduating | | | | 2011 Cohort N | % Graduating | | | | 2012 Cohort N | % Graduating | | | |
| | 65 | 80 | | | NO | 59 | 76.3 | | | NO | 80 | 81.3 | | | NO |
| | Comparison: Albany CSD School | | District | | | Comparison: Albany CSD School | | District | | | Comparison: Albany CSD School | | District | | |
| SCHOOL DESIGNED MEASURES 3. College Preparation The percent of students graduating with a Regents Diploma with advanced distinction will exceed local district. 4. College Attainment and Achievement Each year, 75 percent of graduates will pass an AP or CLEP exam or college level course. | 69.5 | 56.8 | | | YES | 81 | 60.5 | | | YES | 78.5 | NA | | | NA |
| | Reading | 86 | 34 | 45.0 | NO | Reading | 54 | 413 | NA | NA | Reading | 80 | 416 | NA | NA |
| | Math | 86 | 34 | 46.9 | NO | Math | 54 | 415 | NA | NA | Math | 80 | 412 | NA | NA |
| | N | | School | State | | N | | School | State | | N | | School | State | |
| | Reading | 57 | 431 | 489 | NO | Reading | 50 | 383 | 489 | NO | Reading | 45 | 435 | 528 | NO |
| SCHOOL DESIGNED MEASURES 3. College Preparation The percent of students graduating with a Regents Diploma with advanced distinction will exceed local district. 4. College Attainment and Achievement Each year, 75 percent of graduates will pass an AP or CLEP exam or college level course. | Math | 57 | 447 | 502 | NO | Math | 50 | 399 | 501 | NO | Math | 45 | 430 | 523 | NO |
| | School | | District | | | School | | District | | | School | | District | | |
| | 17% | 24% | | | NO | 19% | 17% | | | YES | 24% | NA | | | NA |
| | N | % promoted | | | | N | % promoted | | | | N | % promoted | | | |
| | 41 | 34 | | | NO | 64 | 45 | | | NO | 51 | 47 | | | NO |

APPENDIX C: District Comments

NO COMMENTS RECEIVED

APPENDIX D: Fiscal Dashboard

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

SCHOOL INFORMATION

BALANCE SHEET

Opened 2010-11

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|-----------|-----------|-----------|-----------|
| 102,938 | 458,750 | 607,121 | 1,070,365 | 1,431,012 |
| 186,140 | 205,638 | 235,577 | 431,621 | 166,316 |
| 16,216 | 27,356 | 31,946 | 6,026 | 4,541 |
| 8,964 | 5,254 | 13,171 | 11,438 | 107,315 |
| - | - | - | - | - |
| 314,258 | 696,998 | 887,815 | 1,519,450 | 1,709,184 |
| 454,547 | 410,139 | 372,564 | 324,126 | 344,523 |
| - | - | 75,000 | 75,075 | 75,135 |
| 768,805 | 1,107,137 | 1,335,379 | 1,918,651 | 2,128,842 |

| | | | | |
|---------|---------|---------|---------|---------|
| 154,603 | 26,352 | 109,514 | 103,723 | 183,896 |
| 264,058 | 478,300 | 415,889 | 447,191 | 334,094 |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |
| 418,661 | 504,652 | 525,403 | 550,914 | 517,990 |
| - | - | - | - | - |
| 418,661 | 504,652 | 525,403 | 550,914 | 517,990 |

| | | | | |
|---------|-----------|-----------|-----------|-----------|
| 350,144 | 602,485 | 809,976 | 1,367,737 | 1,610,852 |
| - | - | - | - | - |
| 350,144 | 602,485 | 809,976 | 1,367,737 | 1,610,852 |
| 768,805 | 1,107,137 | 1,335,379 | 1,918,651 | 2,128,842 |

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 3,179,666 | 4,606,634 | 4,814,669 | 4,985,262 | 4,874,617 |
| 42,125 | 106,788 | 92,662 | 124,011 | 109,981 |

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| - | 37,588 | 27,795 | 72,046 | 84,134 |
| - | 187,637 | 175,372 | 168,450 | 171,365 |
| 90,923 | - | - | - | - |
| 132,180 | - | - | - | - |
| - | 109,132 | 137,186 | 164,901 | 178,021 |
| 3,444,894 | 5,047,779 | 5,247,684 | 5,514,670 | 5,418,118 |

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 2,542,070 | 3,272,330 | 3,330,590 | 3,458,471 | 3,715,687 |
| 71,548 | 121,914 | 267,954 | 238,945 | 297,729 |
| - | - | - | - | - |
| 303,589 | 286,217 | 300,608 | 141,775 | 235,052 |
| 2,917,207 | 3,680,461 | 3,899,152 | 3,839,191 | 4,248,468 |
| 992,299 | 1,028,226 | 1,194,138 | 1,164,130 | 988,830 |
| - | - | - | - | - |
| 3,909,506 | 4,708,687 | 5,093,290 | 5,003,321 | 5,237,298 |
| (464,612) | 339,092 | 154,394 | 511,349 | 180,820 |

| | | | | |
|---------|--------|--------|--------|--------|
| 359,690 | - | 8,987 | 7,231 | 5,533 |
| - | - | 4,882 | 16,694 | 2,900 |
| 36,988 | 31,564 | 39,228 | 22,487 | 53,862 |
| - | - | - | - | - |
| 396,678 | 31,564 | 53,097 | 46,412 | 62,295 |

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 3,841,572 | 5,079,343 | 5,300,781 | 5,561,082 | 5,480,413 |
| - | - | - | - | - |
| 3,841,572 | 5,079,343 | 5,300,781 | 5,561,082 | 5,480,413 |

| | | | | |
|----------|-----------|---------|-----------|-----------|
| (67,934) | 370,656 | 207,491 | 557,761 | 243,115 |
| 418,078 | 350,144 | 602,485 | 809,976 | 1,367,737 |
| - | (118,315) | - | - | - |
| 350,144 | 602,485 | 809,976 | 1,367,737 | 1,610,852 |

APPENDIX D: Fiscal Dashboard

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|------------------|------------------|------------------|------------------|------------------|
| Personnel Service | | | | | |
| Administrative Staff Personnel | 685,778 | 693,669 | 841,294 | 816,394 | 851,025 |
| Instructional Personnel | 1,106,790 | 1,606,043 | 1,779,173 | 1,774,393 | 1,861,475 |
| Non-Instructional Personnel | 57,423 | 146,175 | 93,393 | 93,074 | 95,157 |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | 1,849,991 | 2,445,887 | 2,713,860 | 2,683,861 | 2,807,657 |
| Fringe Benefits & Payroll Taxes | 367,994 | 396,014 | 516,472 | 449,931 | 510,748 |
| Retirement | 2,731 | 5,999 | 13,705 | 47,445 | 50,069 |
| Management Company Fees | - | - | - | - | - |
| Building and Land Rent / Lease | 712,600 | 660,000 | 666,600 | 673,200 | 679,992 |
| Staff Development | 13,802 | 39,456 | 62,863 | 17,251 | 30,786 |
| Professional Fees, Consultant & Purchased Services | 112,968 | 180,296 | 187,418 | 269,951 | 227,660 |
| Marketing / Recruitment | 10,826 | 10,158 | 28,187 | 16,059 | 24,673 |
| Student Supplies, Materials & Services | 287,594 | 298,534 | 281,195 | 163,415 | 190,175 |
| Depreciation | 97,665 | 109,903 | 90,890 | 73,686 | 99,447 |
| Other | 453,335 | 562,440 | 532,100 | 608,522 | 616,091 |
| Total Expenses | 3,909,506 | 4,708,687 | 5,093,290 | 5,003,321 | 5,237,298 |

SCHOOL ANALYSIS

ENROLLMENT

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--------------------------------|---------|---------|---------|---------|---------|
| Chartered Enroll | 225 | 325 | 375 | 375 | 355 |
| Revised Enroll | - | - | - | - | - |
| Actual Enroll - GRAPH 4 | 209 | 333 | 328 | 341 | 348 |
| Chartered Grades | 9-11 | 9-12 | 9-12 | 9-12 | 9-12 |
| Revised Grades | - | - | - | - | - |

Primary School District: No

Per Pupil Funding (Weighted Avg of All Districts)

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--------------------------|---------|---------|---------|---------|---------|
| Increase over prior year | 14,072 | 14,072 | 14,072 | 14,002 | 14,002 |
| | 100.0% | 0.0% | 0.0% | -0.5% | 0.0% |

PER STUDENT BREAKDOWN

Revenue

| | | | | | |
|---------------------------|---------------|---------------|---------------|---------------|---------------|
| Operating | 16,483 | 15,153 | 15,999 | 16,172 | 15,567 |
| Other Revenue and Support | 1,898 | 95 | 162 | 136 | 179 |
| TOTAL - GRAPH 3 | 18,381 | 15,248 | 16,161 | 16,308 | 15,746 |

Expenses

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| Program Services | 13,958 | 11,048 | 11,888 | 11,259 | 12,206 |
| Management and General, Fundraising | 4,748 | 3,087 | 3,641 | 3,414 | 2,841 |
| TOTAL - GRAPH 3 | 18,706 | 14,135 | 15,528 | 14,672 | 15,047 |
| % of Program Services | 74.6% | 78.2% | 76.6% | 76.7% | 81.1% |
| % of Management and Other | 25.4% | 21.8% | 23.4% | 23.3% | 18.9% |
| % of Revenue Exceeding Expenses - GRAPH 5 | -1.7% | 7.9% | 4.1% | 11.1% | 4.6% |

Student to Faculty Ratio

| | | | | |
|-----|------|-----|-----|-----|
| 8.4 | 10.3 | 8.9 | 9.2 | 8.7 |
|-----|------|-----|-----|-----|

Faculty to Admin Ratio

| | | | | |
|-----|-----|-----|-----|-----|
| 2.8 | 3.4 | 3.4 | 2.6 | 2.9 |
|-----|-----|-----|-----|-----|

Financial Responsibility Composite Scores - GRAPH 6

| | | | | | |
|---|-------------------|-----------------|-----------------|-----------------|-----------------|
| Score | 1.1 | 2.0 | 2.1 | 2.6 | 2.8 |
| Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0 | Fiscally Adequate | Fiscally Strong | Fiscally Strong | Fiscally Strong | Fiscally Strong |

Working Capital - GRAPH 7

| | | | | | |
|--|-----------|---------|---------|---------|-----------|
| Net Working Capital | (104,403) | 192,346 | 362,412 | 968,536 | 1,191,194 |
| As % of Unrestricted Revenue | -2.7% | 3.8% | 6.8% | 17.4% | 21.7% |
| Working Capital (Current) Ratio Score | 0.8 | 1.4 | 1.7 | 2.8 | 3.3 |
| Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4) | HIGH | MEDIUM | MEDIUM | MEDIUM | LOW |
| Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.0) | Poor | Good | Good | Good | Excellent |

Quick (Acid Test) Ratio

| | | | | | |
|--|------|--------|--------|-----------|-----------|
| Score | 0.7 | 1.4 | 1.7 | 2.7 | 3.1 |
| Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0) | HIGH | MEDIUM | MEDIUM | LOW | LOW |
| Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0) | Poor | Good | Good | Excellent | Excellent |

Debt to Asset Ratio - GRAPH 7

| | | | | | |
|--|--------|--------|-----------|-----------|-----------|
| Score | 0.5 | 0.5 | 0.4 | 0.3 | 0.2 |
| Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0) | MEDIUM | MEDIUM | LOW | LOW | LOW |
| Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0) | Good | Good | Excellent | Excellent | Excellent |

Months of Cash - GRAPH 8

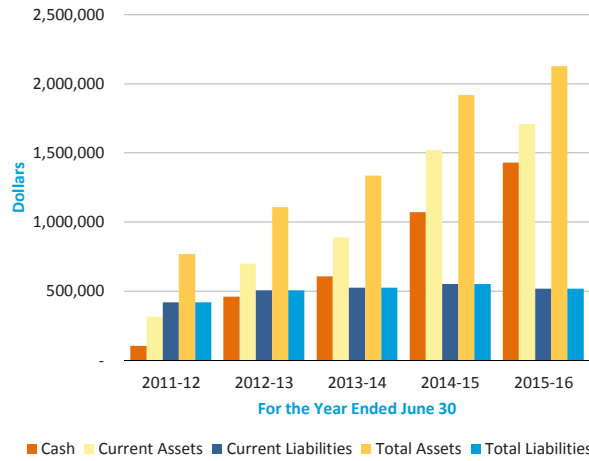
| | | | | | |
|--|------|--------|--------|--------|-----------|
| Score | 0.3 | 1.2 | 1.4 | 2.6 | 3.3 |
| Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.) | HIGH | MEDIUM | MEDIUM | MEDIUM | LOW |
| Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.) | Poor | Good | Good | Good | Excellent |

APPENDIX D: Fiscal Dashboard

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

GRAPH 1

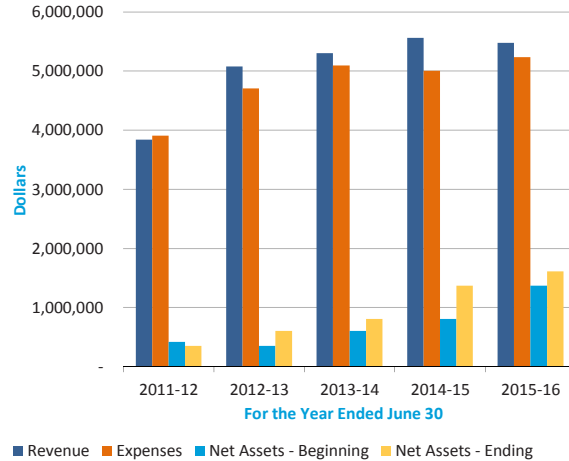
Cash, Assets and Liabilities



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

GRAPH 2

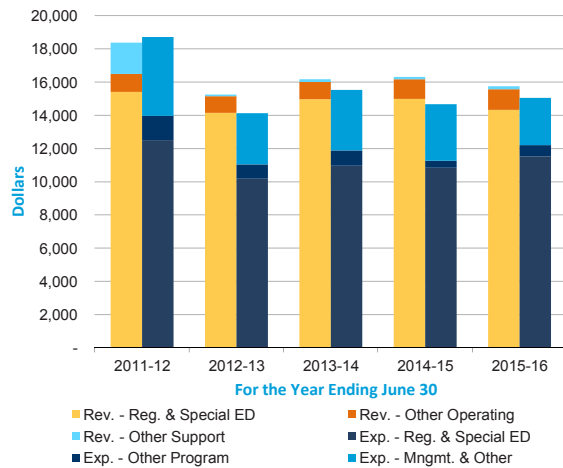
Revenue, Expenses and Net Assets



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

GRAPH 3

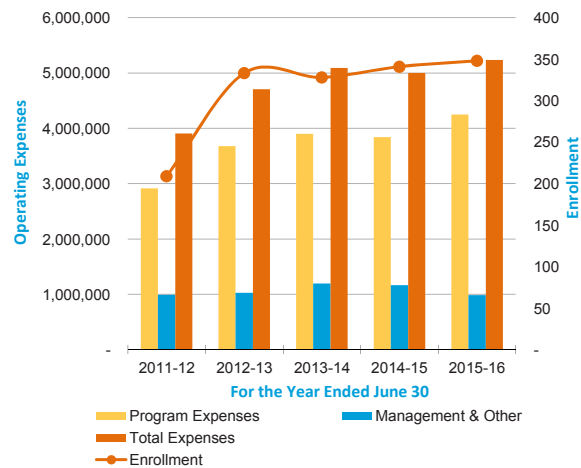
Revenue & Expenses Per Pupil



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

GRAPH 4

Enrollment vs. Operating Expenses



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

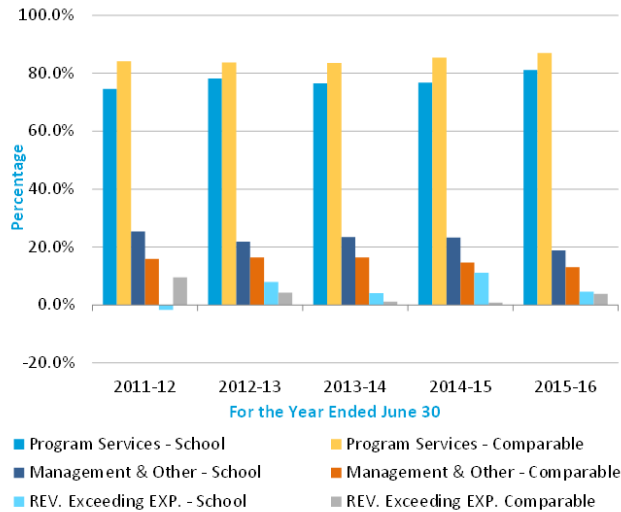
APPENDIX D: Fiscal Dashboard

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

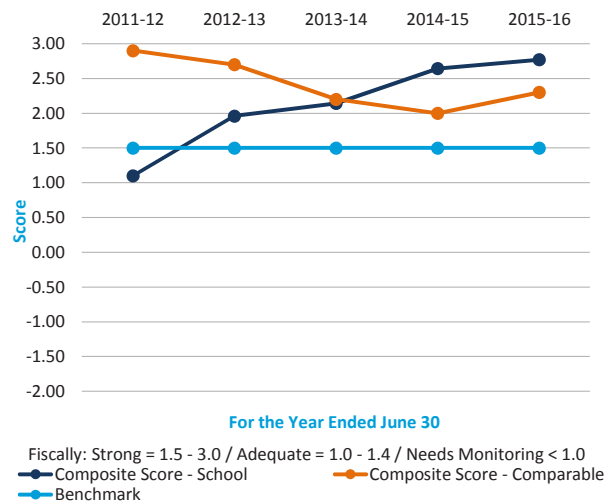
% Breakdown of Expenses



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

GRAPH 6

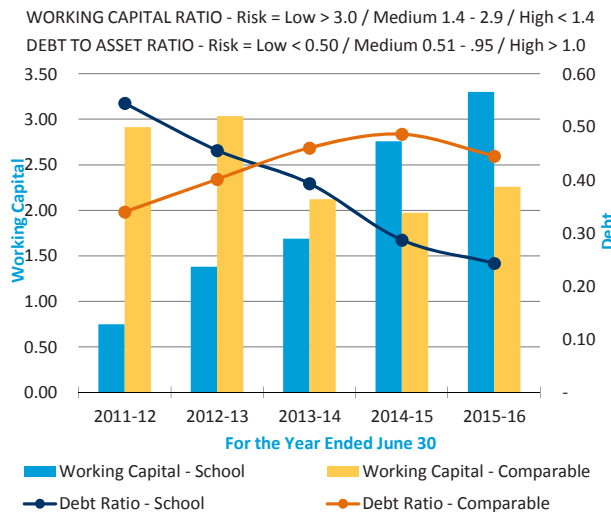
Composite Score



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

GRAPH 7

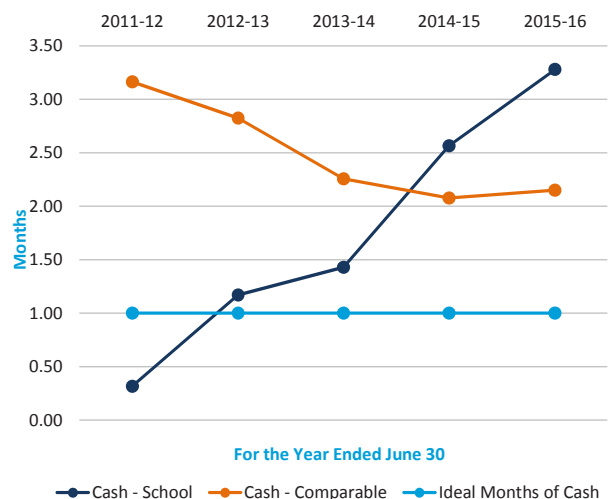
Working Capital & Debt to Asset Ratios



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

GRAPH 8

Months of Cash



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

