

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**THE INTERNATIONAL CHARTER
SCHOOL OF NEW YORK**

VISIT DATE: MAY 15 -16, 2018

REPORT DATE: JUNE 26, 2018

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

A collection of colorful pencils and paper clips on a dark grey background. The pencils are arranged in a diagonal line from the top left to the bottom right, showing a variety of colors including green, blue, red, pink, orange, yellow, green, orange, blue, purple, and brown. Several paper clips in various colors (orange, light green, pink, blue, black) are scattered at the bottom of the page.

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INTRODUCTION & SCHOOL BACKGROUND

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on May 15 -16, 2018. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the State University of New York Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks. This subset, the Qualitative Education Benchmarks, addresses the academic success of the school and the effectiveness and viability of the school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (i.e., curriculum, instruction, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

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

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

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Albany, NY 12246

INTRODUCTION & SCHOOL BACKGROUND

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for the International Charter School of New York (“International”) on June 4, 2014. The school opened its doors in the fall of 2015, initially serving 119 students in Kindergarten and 1st grade. International is in the third year of its initial charter term, currently enrolling 285 students in Kindergarten – 3rd grade. Kindergarten, 1st, and 3rd grade are located in privately leased space at 55 Willoughby Street, Brooklyn, NY in New York City Community School District (“CSD”) 13. The 2nd grade classrooms are located in privately leased space about a half a mile away at 38 Lafayette Avenue, Brooklyn, NY.

International’s mission states:



The mission of the International Charter School of New York is to prepare students from diverse ethnic and economic backgrounds for a lifetime of active and engaged citizenship in their city, their nation, and the world.

BENCHMARK ANALYSIS

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.²

SUNY RENEWAL BENCHMARK 1A

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

International enrolled students in 3rd grade for the first time during the 2017-18 school year. Therefore, as of the evaluation visit, the school has not yet produced state assessment results and as such, data to evaluate attainment of the school's required Accountability Plan goals are not yet available.

SUNY RENEWAL BENCHMARK 1B

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

Although International has an assessment system in place, the data it produces are limited for evaluating the impact of the academic program on student learning. The school implements some methods for capturing, tracking, and analyzing data. However, leaders and teachers do not strategically use data to drive instructional decisions. Moreover, leaders do not systematically use data to establish consistent expectations for student learning and teacher performance.

1. An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.gao.gov/assets/80/77488.pdf; and scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf.

2. Additional details regarding the SUNY Renewal Benchmarks are available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

- International lacks assessments that yield data indicating individual student progress toward English language arts ("ELA") state standards, particularly for comprehension in upper grades. The school administers DIBELS to measure students' reading fluency and mClass to measure mathematics proficiency three times per year. Teachers administer other assessments that they create or that they pull from commercial curriculum packages; for example, the Core Knowledge Language Arts ("CKLA") unit assessments, and Eureka mathematics mid-unit and end-of-unit assessments. Teachers and leaders report limitations with assessments provided by CKLA, including low quality writing assessments and a heavy focus on speed and fluency rather than demonstrations of depth of mastery.

BENCHMARK ANALYSIS

Leaders reported different projections for proficiency rates on the 2017-18 state test, including a range of 20% to 30% up to as high as 60%. Leaders are unable to provide an accurate projection because the school does not have relevant data to set expectations for student performance on state assessments or track progress towards Accountability Plan goals.

- International is developing a valid and reliable process for scoring assessments. Leaders do not provide sufficient training on the administration of the DIBELS and mClass, and the school has not established normed expectations for scoring procedures on curriculum based assessments. The CKLA and Eureka programs provide scoring rubrics that teachers utilize. However, grade teams do not consistently meet before a unit or assessment to discuss and norm on benchmarks, resulting in inconsistent grading practices for the same quality of work.
- Leaders make some assessment data accessible to teachers and board members. Teachers have access to DIBELS and mClass data through an online repository. The special education coordinator collects, analyzes, and manages spreadsheets for classroom ELA and mathematics assessment data. Although teachers discuss data on Thursdays during professional development time or monthly professional development days, the school does not yet give teachers clear expectations regarding what teachers should produce during the data discussions. However, the school identifies the accessibility and dissemination of assessment data as an area of improvement and intends to add more capacity to the leadership team to focus on this in the upcoming school year.
- In the absence of schoolwide systems to use assessment results to make instructional decisions that address students' needs, some school leaders rely heavily on anecdotal evidence and perceptions of students' socioeconomic assets and deficits to determine if students are making adequate progress or if they require academic intervention. Furthermore, leaders do not hold teachers accountable for using data to inform instructional planning. The school has not established systems or expectations for the review of data, such as how teachers should use data to inform instructional planning like differentiating lessons or creating small groups. Although teachers use exit tickets, curriculum based worksheets, and projects to identify student misconceptions, these materials do not consistently align to state standards.
- The school does not use assessment results to evaluate teacher effectiveness or inform coaching strategies. The school leader conducts teacher evaluations using a standard rubric that does not include measurement of or reference to student achievement. The school informally reviews assessment data and may follow up with teachers in a one-on-one setting about specific students. Interviews with school leaders indicate analysis of teacher effectiveness is viewed through a lens of lower expectations for some

BENCHMARK ANALYSIS

students and higher expectations for others, depending upon socioeconomic challenges students may carry from home to school. Review of student work products, instructional observations, and interviews conducted during the visit reveal the school has yet to establish clear and common expectations and systems that help teachers understand how to consistently deliver effective instruction, consistently evaluate student work products, or consistently support students in meeting the demands of New York state standards.

SUNY RENEWAL BENCHMARK 1C

DOES INTERNATIONAL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

In its third year of operation the school is developing materials to support teachers in their instructional planning; however, current resources and structures do not yield daily implementation of purposeful and focused lessons. Despite having clear curricular frameworks in place, International lacks a systematic process of curriculum development and review that is coherent, strong, and likely to prepare students to meet the demands of New York state standards.

- International has curricular frameworks that guide instruction in all grades and subjects. The CKLA curriculum provides a framework for literacy, social studies, and science. The school focuses on building background knowledge and direct phonics instruction in the early grades. The school uses Eureka for mathematics instruction, which aims to develop students' conceptual understanding through stories, problem solving, and a focus on process.
- The school has not yet fully developed supporting curricular tools that provide a bridge between the CKLA and Eureka frameworks and daily lesson planning. Although the curricular packages include documents that link curriculum frameworks with individual teacher plans, instructional leaders provide little oversight to ensure that plans align to the rigor expected of the state standards, specifically in ELA. With inconsistent oversight, teachers work in teams to create unit plans that capture main ideas and essential questions then attempt to identify appropriate state standards, activities, and assessments. Teachers also adjust the curriculum, and curricular assessments at their discretion, and the school has not established a system to track the modifications teachers make.
- Leaders do not consistently support teachers with planning purposeful and focused lessons. Teachers submit lesson plans weekly, but leaders have not put in place a system of regular and focused feedback. While at times leaders check for specific lesson components such as questioning or engagement strategies, visit observations and interviews did not reveal leaders support teachers by ensuring deep understanding of the

BENCHMARK ANALYSIS

content, instructional tactics, potential student misconceptions, multiple instructional planning to address potential misconceptions, and other professional supports that hone teachers' craft in high performing charter schools. Teachers rely primarily on scripted lesson delivery from commercially purchased curriculum materials, often reading directly from the manual during instruction. Planning documents do not include evidence that teachers make curricular modifications designed to meet individual student needs or develop clear expectations for student mastery. Planning documents are vague in describing desired student outcomes, which was also evident during classroom observations.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT INTERNATIONAL?

High quality instruction is not evident at International. The school's stated focus on the use of questioning to drive higher order thinking is laudable, but the school has not supported teachers such that they are prepared to deliver instruction consistently that support the success of all students enrolled. In 16 classroom observations conducted using a defined protocol common to all Institute school visits, teachers missed opportunities to challenge student thinking with questions and activities that develop depth of understanding or the critical thinking skills students need to be successful.

SUNY RENEWAL BENCHMARK 1D

		GRADE				Total
		K	1	2	3	
CONTENT AREA	ELA		4		2	6
	Math	1		1	2	4
	Soc Stu		1			1
	Science			1		1
	Other	2	1		1	4
	Total	3	6	2	5	16

- Less than half of teachers deliver purposeful lessons with clear objectives aligned to state standards (6 out of 16 lessons observed). Lessons focus on coverage of curricular materials with minimal evidence of objectives tied to state standards, specifically during content blocks that use the CKLA curriculum. Across the school, attempts to communicate lesson goals are descriptive of the activity or overly general rather than a measurable skill or concept students should grasp by the end of the lesson. For example, one objective simply stated, "Today we are learning about polygons", with no clear indication of what students should learn about polygons.

BENCHMARK ANALYSIS

- Few teachers use effective methods to check for understanding (4 out of 16 lessons observed). Most efforts by teachers to monitor student learning are whole group and provide little or no data on individual students' progress toward mastery. Teachers primarily rely on students with raised hands to check for understanding and do not employ strategies to increase student accountability. As a result, teachers systematically fail to engage most students in the lesson. In one class, 30% of students completed the assigned task yet the teacher moved on without sharing feedback or pushing other students to complete the work. A few examples notwithstanding, teachers do not pace lessons appropriately to use closure activities that evaluate learning at the end of a lesson.
- Instruction at International does not provide opportunities for students to apply higher order thinking, depth of understanding, or problem solving skills (1 out of 16 lessons observed). Most instructional plans include opportunities to challenge students via questioning, but teachers do not implement these plans effectively. Some teachers use turn and talks, but the questions are typically low level requiring factual recall. In one lesson, the teacher prompted students to consider a series of higher order thinking questions but asked them together in quick succession and did not provide students with the opportunity to respond. Most teachers do not require students to cite evidence from a text to justify their claims or demonstrate their mathematical conceptual knowledge by explaining how they derived their solution.
- Half of the teachers at International have established classroom environments with a consistent focus on academic achievement (8 out of 16 lessons observed). In some classrooms, expectations for student behavior and academic work are unclear with teachers failing to address off-task students appropriately, despite a schoolwide commitment to implement a Responsive Classroom approach that emphasizes logical consequences and setting clear expectations for students. In classrooms lacking clear expectations, students call out and speak over the teacher during direct instruction. Across classrooms, when teachers address off-task behavior, they typically employ whole group or individual verbal corrections that disrupt learning rather than first trying a least invasive intervention that does not interrupt learning or single out specific students.

BENCHMARK ANALYSIS

SUNY RENEWAL BENCHMARK 1E

DOES INTERNATIONAL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

International is developing its instructional leadership capacity. Leaders do not set clear expectations for teachers or consistently hold them accountable for high quality instruction. As a result, leaders and teachers do not consistently set high expectations for all students. The school has not yet established a systematic process for coaching teachers, and not all teachers understand how the evaluation process works.

- The school's leadership has not established clear expectations for teacher performance or consistent expectations for students. Without a clear coaching structure, teachers are not consistently aware of how leaders are evaluating them or how the evaluation affects their employment offer for the following year. Additionally, leaders do not set schoolwide goals that teachers may use to set classroom-wide goals related to student achievement. As a result, some staff members have established lower expectations for certain students based on their demographic backgrounds or perceived ability. The school has not yet developed effective internal systems to monitor students' academic progress against state standards and students' social emotional growth, which further hinders the school's ability to hold leaders and teachers accountable for establishing high expectations for all students.
- Instructional leaders have not yet established a sustained and systemic coaching program to teachers that improves the instructional effectiveness of all teachers. The school's principal is currently responsible for providing formal coaching and evaluation to approximately 35 instructional staff members. The principal has not established a consistent coaching schedule. Observations vary in length and are often unannounced. Sometimes teachers receive in-person feedback during or after the observation; other times the principal will send an email. The inconsistency of the school's coaching model hinders teachers' ability to develop over time. More so, the school's lack of frequent, clinical coaching coupled with inconsistent expectations for student achievement create a learning environment where some students are allowed to fall behind or opt out of learning.
- Leaders provide opportunities for teachers to plan curriculum within grade teams, but with minimal guidance. Grade teams have one designated planning meeting per week and often receive additional time during weekly professional development. Teachers plan and facilitate grade team meetings. Although leaders set an expectation for teachers to submit grade team meeting notes, leaders do not hold teachers accountable for the submissions, and teachers often do not share the work happening at grade team meetings with leaders. There are few opportunities for teachers to plan across grade levels, and leaders provide little guidance on vertical alignment.

BENCHMARK ANALYSIS

- Leaders deliver professional development that is interrelated with classroom practice, but the program does not develop the competencies and skills of all teachers. School leaders prioritized the use of questioning to drive higher order thinking, increasing student engagement, and supporting students who struggle with content as the focus for the 2017-18 professional development program. Sometimes leaders follow up on professional development during coaching or via lesson plan review but the infrequency of these activities renders this practice ineffective. Further, the school has a stated mission to serve an intentionally diverse student population and a key design element to support social emotional learning, but leaders have not provided effective professional development targeting teachers' cultural competency or supporting students' social emotional needs.
- School leaders conduct teacher evaluations; however, the process and criteria are not clear to teachers, and teachers do not consistently articulate the evaluation model the school uses to measure teacher effectiveness. In March, the school sent each teacher a rubric and narrative describing their performance attached to a letter offering employment for the following year. Teachers received a 3% to 5% pay increase based on their performance as indicated by the rubric score and accompanying narrative. Not all teachers expected to receive a completed evaluation with the offer letter nor did they know what informed the rubric ratings, narrative, or proposed salary, based on the school's haphazard observation and evaluation practices during the school year.

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

International does not meet the needs of at-risk students. The school does not provide English language acquisition supports to English Language Learners ("ELLs"), set goals, or monitor ELLs' progress toward meeting English language proficiency. The school lacks sufficient urgency in administering intervention services for struggling students. Furthermore, leaders do not adequately train instructional staff members to administer these academic interventions, and the school is ill-equipped to provide effective behavioral supports for students with disabilities.

- International uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. The school identifies ELLs using a Home Language Identification Survey and subsequent administration of the New York State Identification Test for English Language Learners ("NYSITELL"). Leaders administer DIBELS and mClass baseline assessments at the beginning of the year to identify students requiring intervention. However, the school does not adequately determine the intensity

BENCHMARK ANALYSIS

of interventions for returning students based on the previous year's assessment data. Specifically, all students begin the year receiving tier 1 intervention regardless of the student's performance at the end of the most recent school year. At-risk staff members do not identify students for tier 2 and 3 supports until November.

- International does not have adequate intervention programs that meet the needs of at-risk students. The school does not have a formal English language acquisition program for ELL students or a designated staff member overseeing the ELL program. Teachers are also unable to articulate specific and purposeful strategies for ELL students. The Institute will be following up with the school to ensure the school comes into compliance with the services provided to ELL students. International provides integrated co-teaching ("ICT") and special education teacher support services ("SETSS") for students with disabilities, as well as small group ELA and mathematics pull-out supports for students in Response to Intervention ("RTI"). However, program leaders do not monitor the quality of these interventions, and in multiple instances have assigned inexperienced instructors, such as teaching assistants, to lead intervention groups based on staff members' self-reported familiarity with the intervention programs.
- Teachers do not utilize effective strategies to support students within the general education program. Notably, teachers and leaders are ill-equipped to provide effective behavioral supports for students with disabilities: at the time of the Institute's visit, the school had suspended 11 students 46 times; eight of those students have disabilities or receive at-risk counseling services. This out-of-school suspension rate is more than four times that of the previous year. Despite this increase in discipline incidences, at the time of the visit the school did not report any adjustments to the behavioral supports it provides to students or to the training staff members receive.
- The school adequately monitors the progress and success of students with disabilities and students receiving RTI but does not monitor the progress of ELL students. School leaders create goals for students receiving RTI services and tracks progress toward those goals every two weeks using mCLASS and curriculum based assessments. Program leaders meet with special education providers four times per year to discuss students' progress toward meeting Individualized Education Program ("IEP") goals. International does not monitor ELL students' progress toward English language proficiency during the school year.
- Teachers are aware of their students' progress toward meeting IEP goals and school based goals for struggling students but are not aware of ELL students' progress toward achieving English proficiency. Teachers access and monitor goal tracking documents when providing interventions for students receiving RTI or ICT services. However, teachers cannot articulate the English language proficiency status of their ELL students.

BENCHMARK ANALYSIS

- International does not provide effective training and professional development to help teachers meet the needs of at-risk students. Despite a mission focused on teaching diverse learners, the school has not provided teachers with training that allows teachers to meet the diverse needs of its at-risk students, particularly with regard to discipline and culture. For example, the school has provided Responsive Classroom training to some, but not all, teachers throughout this school year. Additionally, school leaders and teachers do not report training on implementing strong intervention programs.
- International does not provide sufficient opportunities for coordination between classroom teachers and at-risk program staff. Special education program leaders do not formally meet with ICT teachers to coordinate instructional planning, and the SETSS provider does not have formal time to meet with general education teachers to discuss student progress. Similarly, teachers providing RTI interventions do not coordinate with each other or with classroom teachers to discuss student progress.

DOES THE SCHOOL ORGANIZATION EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

International has not yet developed an organizational structure that effectively supports the delivery of the educational program. Leaders are not purposeful in monitoring the academic program to ensure that expectations, priorities, and practices advance the school's mission.

- International has not established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. Currently located in two separate facilities, International has no primary instructional leader based in the 2nd grade location to provide teachers with immediate instructional supports. Furthermore, leaders have tasked the director of culture with building out the school's systems for data collection and analysis, detracting from the school's capacity to further develop school culture or focus on systems related to discipline.
- Leaders have not established distinct lines of accountability with clearly defined roles and responsibilities. Teachers do not consistently articulate the members that make up the school's leadership team and are sometimes unsure of who to go to for what. The director of culture is currently assigned instructional leader at the 2nd grade location. However, all teachers do not identify this role as an instructional leader, and therefore teachers do not consistently know who to go to for instructional support. Further, International has not yet developed an oversight plan for the school's culture and discipline program after the director of culture transitions to an assessment coordinator role in 2018-19.

BENCHMARK ANALYSIS

- International does not have a clear student discipline system in place and has not built the learning culture as outlined in its mission. Leadership has not provided staff with the training, the vision, and the instructional supports necessary to create the school the founders envisioned. Leaders do not consistently monitor discipline across the school. The school reports implementing Responsive Classroom techniques but has not provided training for all staff members, undercutting the likelihood of the program's success. Teachers develop behavior plans for students on a case-by-case basis, but leadership does not consistently review the plans or support staff members in implementing the plans with fidelity. Additionally, the school lacks systems to track escalating behavioral supports or ensure students receive appropriate supports based on behavioral data. As evidenced by the frequency that the school has suspended students with disabilities this school year, the school's systems are not adequately addressing at-risk populations.
- While International is aware of its progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students, the school does not adjust its recruitment efforts accordingly and as a result, are not close to meeting their enrollment and retention targets. Leaders rely on distributing flyers and social media to recruit students and acknowledge a lack of awareness of effective methods for targeting parents of Head Start students. The school intends to hire a staff member who will focus on these issues.
- International does not regularly monitor and evaluate its programs to ensure expectations, priorities, and practices advance the school's mission. The school has a diverse by design model and leaders have focused on attaining racial and socioeconomic diversity among the student body. However, leaders are not strategic in monitoring systems to ensure the school meets the diverse needs of its students. For instance, the school does not disaggregate discipline or achievement data to confirm all student groups have similar access to a high quality program.

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

While the board requests sufficient data to review the school's enrollment and financial information, International's board does not yet request sufficient information to monitor the quality of the academic program and ensure the school is working toward meeting or coming close to meeting its Accountability Plan goals. Board members recognize a need to improve the board's oversight of its academic data and program to fully support the educational program.

BENCHMARK ANALYSIS

- International's board possesses the appropriate level of skill and experience to govern the school effectively. The eleven board members have experience in education, law, finance, and governance. Each member participates in at least one of the three committees (finance, academics, and governance), which meet once per month in addition to the monthly board meeting. Two of the board members have children that attend International, and another member is a grandparent of an International student.
- The board requests information on a monthly basis that includes academic, non-academic, and financial updates. This allows members to ask questions of school leaders regarding the academic progress of students as well as the school's progress toward its diversity targets. However, at the time of the visit, the board was unaware of leaders' projections of state assessment performance. The board plans to follow up with leaders to gain a better understanding of the school's academic performance, specifically as it relates to the state assessment.
- International's board has set clear priorities for the current charter term and has in place a system to track the board's progress toward meeting these goals. The board's priorities for the current charter term include identifying a long-term facility, meeting the diversity targets it has established to cultivate a racially and socio-economically diverse student population, and increasing student enrollment. The board tracks its progress toward these goals on a monthly basis via the board dashboard. The board also evaluates its own progress, as well as the executive director's, toward meeting these goals on an annual basis. During the evaluation process, the board provides the executive director with meaningful feedback and clear action steps aligned to the school's priorities. The board holds the executive director accountable for student achievement based on the school's internal assessments, DIBELS, and mClass. The board has not yet identified how this evaluation will change once the school has state assessment data. Board members participate in a yearly board retreat in the summer and spend time discussing their overall progress, and revising goals when necessary.
- International's board effectively communicates with the school community and board members regularly participate in the school community. Every other month two members of the academic committee and one non-academic committee board member conduct an informal school visit to stay informed about the educational program. These board members spend time in classrooms and meet with the principal at this time.

International

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APPENDICES

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APPENDIX A: School Overview

INTERNATIONAL CHARTER SCHOOL OF NEW YORK BOARD OF TRUSTEES¹

CHAIR

Mark Carhart

VICE CHAIR

Monir Hoque

TREASURER

Kenneth Mbonu

SECRETARY

Sara Holliday

TRUSTEES

Eve Martinez

Jennifer Stillman

Joseph Lewis

Michael Nigro

Robert Storm

Lindsay Malanga

Emma Lindsay

SCHOOL LEADERS

EXECUTIVE DIRECTOR

Matthew Levey, Executive Director (2015-16 to Present)

PRINCIPAL

Ellen Borenstein, Principal (2015-16 to Present)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	155	117	75%	K-1	K-1
2016-17	249	215	86%	K-2	K-2
2017-18	349	285	82%	K-3	K-3

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

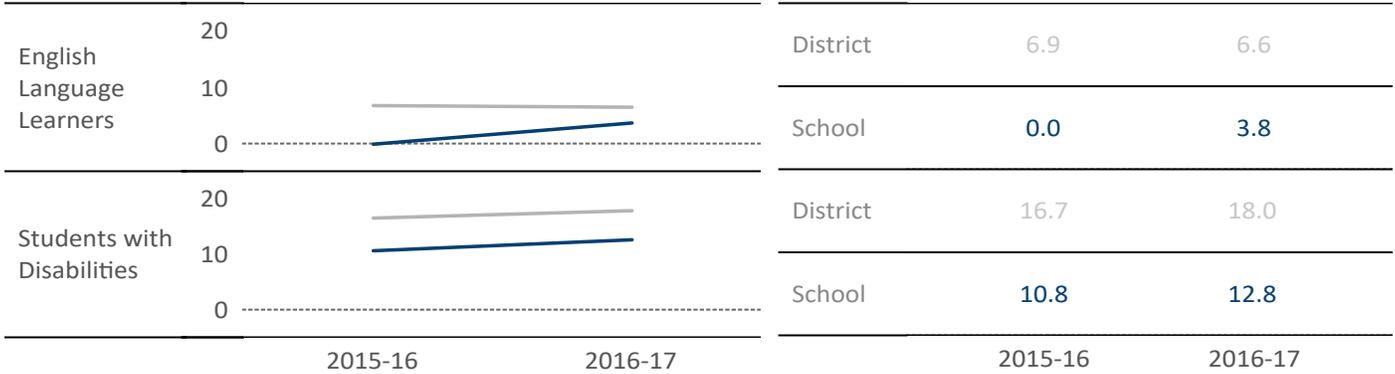
2. Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: School Overview

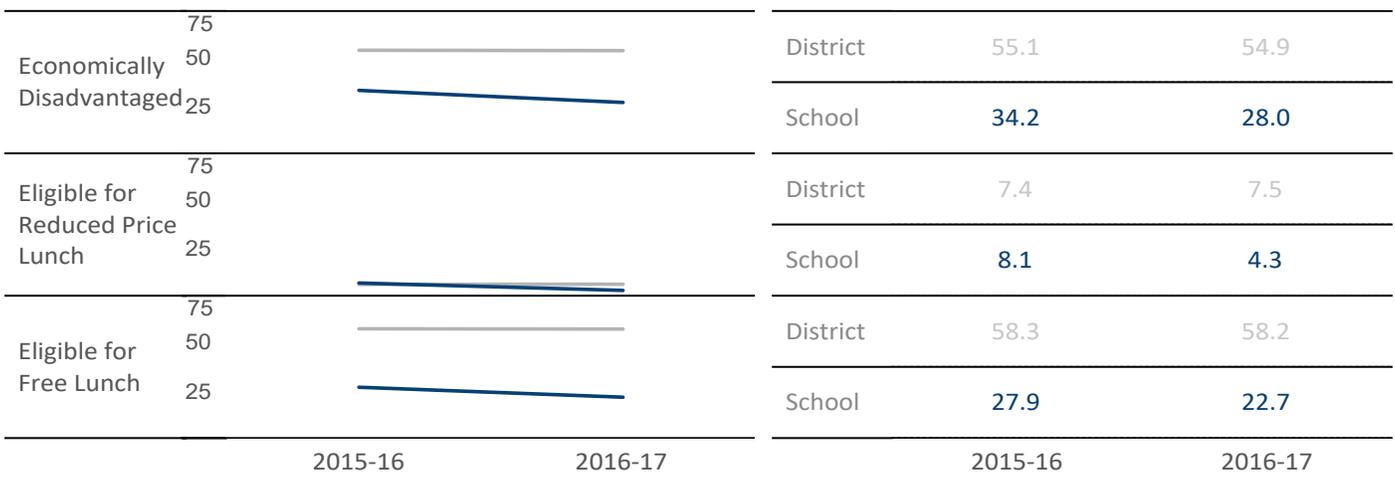
The International Charter School of New York

Brooklyn CSD 13

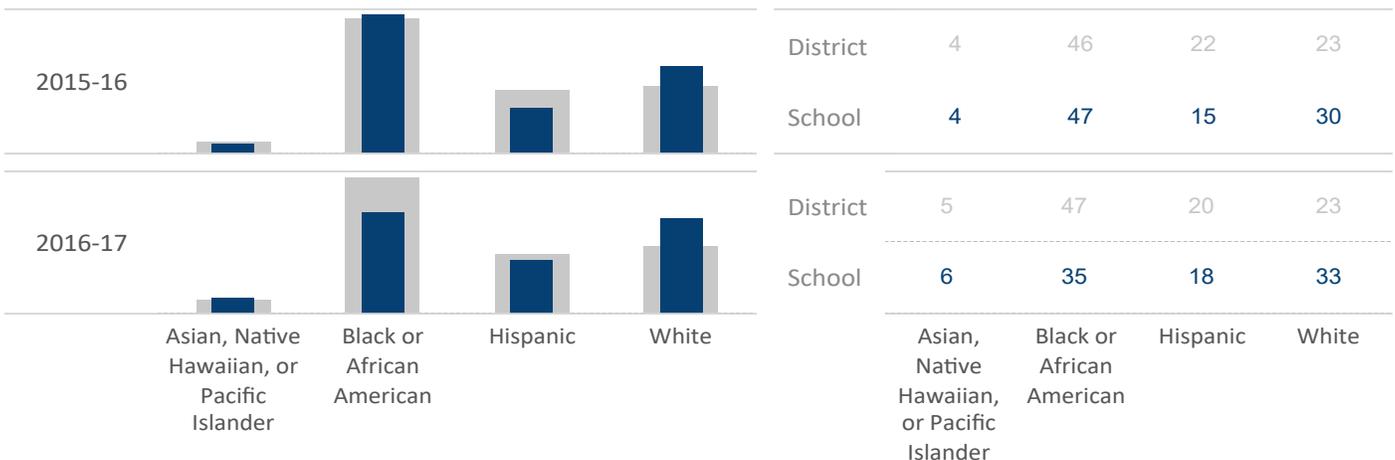
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



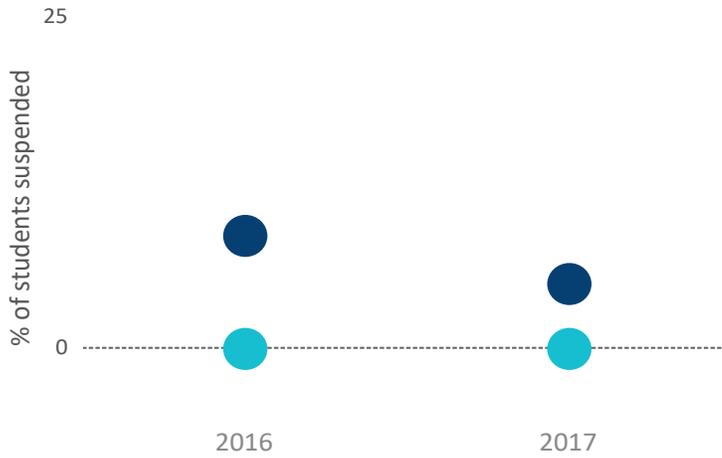
Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

The International Charter School of New York

Brooklyn CSD 13



	School ISS Rate	School OSS Rate
2016	0.0	8.1
2017	0.0	4.7

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): 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.

Year	Number of students expelled
2016	0
2017	0

The International Charter School of New York's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	73.5	28.0
	English language learners	5.8	3.8
	Students with disabilities	15.6	12.8
Retention	Economically disadvantaged	91.9	68.4
	English language learners	89.7	N/A
	Students with disabilities	92.6	66.7

APPENDIX A: School Overview

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	First Year Visit	June 14, 2016
2017-18	Evaluation Visit	May 15-16, 2018

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
May 15-16, 2018	Hannah Colestock	School Evaluation Analyst
	Chastity McFarlan, PhD	Senior Analyst
	Grant Newman	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	ACCOUNTABILITY PERIOD ³	ANTICIPATED RENEWAL VISIT
First term	Third year of five-year Accountability Period	Fall 2019

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

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
A comprehensive, content-rich curriculum that builds children’s literacy, background knowledge and international understanding from the earliest grades including foreign language instruction beginning in Kindergarten;	+
A socio-economically diverse student body, preparing children for success in a pluralistic society;	+
Socio-emotional learning that builds non-academic strengths like persistence, honesty, and respect that contribute to students’ success in school and in life;	-
Attracting and retaining high quality teachers with competitive salaries and extensive, structured professional development; and,	-
Research based organizational design that leverages the practices of high performing New York City charter schools to ensure the school is as efficient and effective as possible.	+

APPENDIX B: Performance Summaries

THE INTERNATIONAL CHARTER SCHOOL OF NEW YORK WILL NOT HAVE PUBLISHED STATE ASSESSMENT RESULTS UNTIL THE FALL OF 2018.

VERSION 5.0, MAY 2012

Introduction

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

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

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

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

- The Institute does not have a point system for recommending renewal. A school cannot simply tally up the number of positive benchmark statements in order to determine the Institute’s recommendation
 - Some benchmarks are weighed more heavily than others. In particular, the Institute gives the greatest weight to how well the school has met its academic Accountability Plan goals.

1. Research on public school reform, known as the effective schools movement, has embraced the premise that, given certain organizing and cultural characteristics, schools can teach all children the intended curriculum and hold them to high academic standards. Over the decades, the accumulated research into effective schools has yielded a set of common characteristics that all effective schools share.

These characteristics are so consistently prevalent among successful schools that they have come to be known as the Correlates of Effective Schools.

The Renewal Benchmarks adapt and elaborate on these correlates.

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

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

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

RENEWAL QUESTION 1

IS THE SCHOOL AN ACADEMIC SUCCESS?

SUNY RENEWAL BENCHMARK 1A

OVER THE ACCOUNTABILITY PERIOD, THE SCHOOL HAS MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS.

The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas:

- English language arts;
- mathematics;
- science;
- social studies (high school only);
- NCLB;
- high school graduation and college preparation (if applicable); and
- optional academic goals included by the school.

SUNY RENEWAL BENCHMARK 1B

THE SCHOOL HAS AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING.

The following elements are generally present:

- the school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards;
- the school has a valid and reliable process for scoring and analyzing assessments;
- the school makes assessment data accessible to teachers, school leaders and board members;
- teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention;
- school leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and
- the school regularly communicates to parents/guardians about their students' progress and growth.

SUNY RENEWAL BENCHMARK 1C

THE SCHOOL'S CURRICULUM SUPPORTS TEACHERS IN THEIR INSTRUCTIONAL PLANNING.

The following elements are generally present:

- the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades;
- in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans;
- teachers know what to teach and when to teach it based on these documents;
- the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and
- teachers plan purposeful and focused lessons.

SUNY RENEWAL BENCHMARK 1D

HIGH QUALITY INSTRUCTION IS EVIDENT THROUGHOUT THE SCHOOL.

The following elements are generally present:

- teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum;
- teachers regularly and effectively use techniques to check for student understanding;
- teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills;
- teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and
- teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.

SUNY RENEWAL BENCHMARK 1E

THE SCHOOL HAS STRONG INSTRUCTIONAL LEADERSHIP.

The following elements are generally present:

- the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed;
- the instructional leadership is adequate to support the development of the teaching staff;
- instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness;

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- instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels;
- instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers;
- professional development activities are interrelated with classroom practice;
- instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses; and
- instructional leaders hold teachers accountable for quality instruction and student achievement.

THE SCHOOL MEETS THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS

SUNY RENEWAL BENCHMARK 1F

The following elements are generally present:

- the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically;
- the school has adequate intervention programs to meet the needs of at-risk students;
- general education teachers, as well as specialists, utilize effective strategies to support students within the general education program;
- the school adequately monitors the progress and success of at-risk students;
- teachers are aware of their students' progress toward meeting IEP goals, achieving English proficiency or school-based goals for struggling students;
- the school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs; and
- the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.

RENEWAL QUESTION 2

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

SUNY RENEWAL BENCHMARK 2A

THE SCHOOL IS FAITHFUL TO ITS MISSION AND HAS IMPLEMENTED THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER.

The following elements are generally present:

- the school faithfully follows its mission; and
- the school has implemented its key design elements.

SUNY RENEWAL BENCHMARK 2B

PARENTS/GUARDIANS AND STUDENTS ARE SATISFIED WITH THE SCHOOL.

The following elements are generally present:

- the school regularly communicates each child's academic performance results to families;
- families are satisfied with the school; and
- parents keep their children enrolled year-to-year.

SUNY RENEWAL BENCHMARK 2C

THE SCHOOL ORGANIZATION EFFECTIVELY SUPPORTS THE DELIVERY OF THE EDUCATIONAL PROGRAM.

The following elements are generally present:

- the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program;
- the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities;
- the school has a clear student discipline system in place at the administrative level that is consistently applied;
- the school retains quality staff;
- the school has allocated sufficient resources to support the achievement of goals;
- the school maintains adequate student enrollment;
- the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and
- the school regularly monitors and evaluates the school's programs and makes changes if necessary.

SUNY RENEWAL BENCHMARK 2D

THE SCHOOL BOARD WORKS EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS.

The following elements are generally present:

- board members possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school's future as an academically successful, financially healthy and legally compliant organization;
- the board requests and receives sufficient information to provide rigorous oversight of the school's program and finances;
- it establishes clear priorities, objectives and long-range goals, (including Accountability Plan, fiscal, facilities and fundraising), and has in place benchmarks for tracking progress as well as a process for their regular review and revision;
- the board successfully recruits, hires and retains key personnel, and provides them with sufficient resources to function effectively;
- the board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and
- the board effectively communicates with the school community including school leadership, staff, parents/guardians and students.

SUNY RENEWAL BENCHMARK 2E

THE BOARD IMPLEMENTS, MAINTAINS AND ABIDES BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES.

The following elements are generally present:

- the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;
- the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion;
- the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members;
- the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;

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- the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter;
- the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner;
- the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion;
- the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and
- the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.

THE SCHOOL SUBSTANTIALLY COMPLIES WITH APPLICABLE LAWS, RULES AND REGULATIONS AND THE PROVISIONS OF ITS CHARTER.

The following elements are generally present:

- the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law; the school substantially complies with the terms of its charter and applicable laws, rules and regulations;
- the school abides by the terms of its monitoring plan;
- the school implements effective systems and controls to ensure that it meets legal and charter requirements;
- the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and
- the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.

SUNY RENEWAL BENCHMARK 2F

RENEWAL QUESTION 3

IS THE SCHOOL FISCALLY SOUND?

SUNY RENEWAL BENCHMARK 3A

THE SCHOOL OPERATES PURSUANT TO A LONG-RANGE FINANCIAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE.

The following elements are generally present:

- the school has clear budgetary objectives and budget preparation procedures;
- board members, school management and staff contribute to the budget process, as appropriate;
- the school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions;
- the school routinely analyzes budget variances; the board addresses material variances and makes necessary revisions; and
- actual expenses are equal to, or less than, actual revenue with no material exceptions.

SUNY RENEWAL BENCHMARK 3B

THE SCHOOL MAINTAINS APPROPRIATE INTERNAL CONTROLS AND PROCEDURES.

The following elements are generally present:

- the school follows a set of comprehensive written fiscal policies and procedures;
- the school accurately records and appropriately documents transactions in accordance with management's direction, laws, regulations, grants and contracts;
- the school safeguards its assets;
- the school identifies/analyzes risks and takes mitigating actions;
- the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy;
- the school's trustees and employees adhere to a code of ethics;
- the school ensures duties are appropriately segregated, or institutes compensating controls;
- the school ensures that employees performing financial functions are appropriately qualified and adequately trained;
- the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements;
- a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions;
- the school prepares payroll according to appropriate state and federal regulations and school policy;

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- the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and
- the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.

SUNY RENEWAL BENCHMARK 3C

THE SCHOOL HAS COMPLIED WITH FINANCIAL REPORTING REQUIREMENTS BY PROVIDING THE SUNY TRUSTEES AND THE STATE EDUCATION DEPARTMENT WITH REQUIRED FINANCIAL REPORTS THAT ARE ON TIME, COMPLETE AND FOLLOW GENERALLY ACCEPTED ACCOUNTING PRINCIPLES.

The following reports have generally been filed in a timely, accurate and complete manner:

- annual financial statement audit reports including federal Single Audit report, if applicable;
- annual budgets and cash flow statements;
- un-audited quarterly reports of income, expenses, and enrollment;
- bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation regarding the level of special education services provided to students; and
- grant expenditure reports.

SUNY RENEWAL BENCHMARK 3D

THE SCHOOL MAINTAINS ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS. CRITICAL FINANCIAL NEEDS OF THE SCHOOL ARE NOT DEPENDENT ON VARIABLE INCOME (GRANTS, DONATIONS AND FUNDRAISING).

The following elements are generally present:

- the school maintains sufficient cash on hand to pay current bills and those that are due shortly;
- the school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months);
- the school prepares and monitors cash flow projections;
- If the school includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis;
- If necessary, the school pursues district state aid intercepts with the state education department to ensure adequate per pupil funding; and
- the school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.

RENEWAL QUESTION 4

IF THE SCHOOL'S CHARTER IS RENEWED, WHAT ARE ITS PLANS FOR THE TERM OF THE NEXT CHARTER PERIOD, AND ARE THEY REASONABLE, FEASIBLE AND ACHIEVABLE?

SUNY RENEWAL BENCHMARK 4A

KEY STRUCTURAL ELEMENTS OF THE SCHOOL, AS DEFINED IN THE EXHIBITS OF THE APPLICATION FOR CHARTER RENEWAL, ARE REASONABLE, FEASIBLE AND ACHIEVABLE.

Based on elements present in the Application for Charter Renewal:

- the school is likely to fulfill its mission in the next charter period;
- the school has an enrollment plan that can support the school program;
- the school calendar and daily schedules clearly provide sufficient instructional time to meet all legal requirements, allow the school to meet its proposed Accountability Plan goals and abide by its proposed budget;
- key design elements are consistent with the mission statement and are feasible given the school's budget and staffing;
- a curriculum framework for added grades aligns with the state's performance standards; and
- plans in the other required Exhibits indicate that the school's structure is likely to support the educational program.

SUNY RENEWAL BENCHMARK 4B

THE SCHOOL'S PLANS FOR IMPLEMENTING THE EDUCATIONAL PROGRAM ALLOW IT TO MEET ITS ACCOUNTABILITY PLAN GOALS.

Based on elements present in the Application for Charter Renewal:

- for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school's educational program;
- for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and
- where the school will provide secondary school instruction, it has presented a set of requirements for graduation that students are likely to meet and that are consistent with the graduation standards set by the Board of Regents.

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SUNY RENEWAL BENCHMARK 4C

THE SCHOOL PROVIDES A REASONABLE, FEASIBLE AND ACHIEVABLE PLAN FOR BOARD OVERSIGHT AND GOVERNANCE.

Based on elements present in the Application for Charter Renewal:

- school trustees are likely to possess a range of experience, skills, and abilities sufficient to oversee the academic, organizational and fiscal performance of the school;
- plans by the school board to orient new trustees to their roles and responsibilities, and, if appropriate, to participate in ongoing board training are likely to sustain the board's ability to carry out its responsibilities;
- if the school plans to change an association with a partner or management organization in the term of a future charter, it has provided a clear rationale for the disassociation and an outline indicating how it will manage the functions previously associated with that partnering organization; and
- if the school is either moving from self-management to a management structure or vice-versa, or is changing its charter management organization/educational service provider, its plans indicate that it will be managed in an effective, sound and viable manner including appropriate oversight of the academic and fiscal performance of the school or the management organization.

SUNY RENEWAL BENCHMARK 4D

THE SCHOOL PROVIDES A REASONABLE, FEASIBLE AND ACHIEVABLE FISCAL PLAN INCLUDING PLANS FOR AN ADEQUATE FACILITY.

Based on the elements present in the Application for Charter Renewal:

- the school's budgets adequately support staffing, enrollment and facility projections;
- fiscal plans are based on the sound use of financial resources to support academic program needs;
- fiscal plans are clear, accurate, complete and based on reasonable assumptions;
- information on enrollment demand provides clear evidence for the reasonableness of projected enrollment; and
- facility plans are likely to meet educational program needs.

