

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**CARDINAL MCCLOSKEY
COMMUNITY CHARTER SCHOOL**

VISIT DATE: MARCH 8–9, 2023

REPORT DATE: APRIL 28, 2023

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

CONTENTS

1

Introduction

2

Charter Background

3

Executive Summary

4

Academic Performance

7

Benchmark Summary

Appendices

A: Charter School Overview

B: SUNY Renewal Benchmarks

INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Cardinal McCloskey Community Charter School (“Cardinal McCloskey”) on March 8 – 9, 2023. 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 charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the charter and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., 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 Charter Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter cycle. Appendix B contains the SUNY Renewal Benchmarks.

This report does not contain an overall statement that would specify the school’s prospects for renewal. Rather, it serves as a summary of the school’s program based on a subset of the SUNY Renewal 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 does not indicate the Institute does not recognize the program’s overall effectiveness.





CHARTER BACKGROUND

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

685 E 182nd St, Bronx, NY | Grades: K-4 | NYC Community School District 10

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Cardinal McCloskey on June 8, 2017. The school opened in fall 2019, serving 150 students in Kindergarten and 1st grade.

“ MISSION

The mission of Cardinal McCloskey Community Charter School is to address the academic, social-emotional, and developmental needs of its students in a safe, supportive, and trauma-sensitive learning environment. The school is committed to serving at-risk students, including students in foster care and students receiving prevention services. Through a rigorous program of instruction utilizing a trauma-informed, Sanctuary approach and by providing a wide range of wrap-around services, Cardinal McCloskey Community Charter School will help each student become more resilient, independent and academically successful.

CURRENT CHARTER

Serves: Kindergarten – 4th
Chartered Enrollment:
375
Charter Expiration:
July 31, 2024

KEY DESIGN ELEMENTS

A trauma informed approach to education through the use of the Sanctuary Model;	+
A rigorous, standards-aligned, data-informed academic program;	+
Extended day programming; and,	+
Comprehensive before and after school services.	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Last year, Cardinal McCloskey's results on its first administration of the state assessments in English language arts ("ELA") and mathematics were mixed. The school did not meet the ELA goal but met its mathematics goals set forth in the Accountability Plan based on this first set of scores. This early track record of achievement and the analysis of the program on the ground demonstrate the school's prospects for earning a full term initial renewal are in jeopardy based on the criteria in the SUNY Renewal Benchmarks.

This year, Cardinal McCloskey expanded its leadership team by adding positions to support instruction and curriculum development. Concomitantly, the school revised its curriculum across all content areas. The Institute observed effective instruction in some classrooms. Cardinal McCloskey has an opportunity to improve teachers' instructional delivery and develop teachers' knowledge in their respective content areas. The school's next round of summative internal and state assessment scores will provide evidence as to whether its new curricular materials, expanded instructional leadership team, and systems for supporting instructional delivery positively impact student outcomes.

Cardinal McCloskey serves students with disabilities, English language learners ("ELLs"), and students struggling academically with targeted, individualized support. Notwithstanding the beneficial aspects of this approach, the school has not yet developed systematic data analysis structures to better inform leaders about the effectiveness of interventions for at-risk students and the school's overall education program.

In its first charter term, Cardinal McCloskey established a culture within classrooms where students feel safe and comfortable to take risks and learn from mistakes. Within classrooms, the school is meeting its mission of providing a safe, warm environment using the Sanctuary approach. Cardinal McCloskey has an opportunity to ensure Sanctuary practices are evident throughout the charter school especially during non-instructional times like classroom transitions.

ACADEMIC PERFORMANCE

2021-22 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Dossier to each school detailing the school's progress toward meeting its Accountability Plan goals. Because the Act requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

In 2021-22, the first year the school produced data on New York State's ELA and mathematics exams, Cardinal McCloskey did not meet its key academic Accountability Plan goal in ELA. The school met its mathematics goal. Based on this record of achievement, Cardinal McCloskey must improve its ELA performance to build a strong case for renewal.

In 2021-22, Cardinal McCloskey did not meet its ELA goal. With only 13% of students enrolled in at least their second year scoring at proficiency on the state's 3rd grade ELA exam, the school performed 62 percentage points below the absolute target of 75% and 19 percentage points below the district's 3rd grade results. Cardinal McCloskey posted an ELA effect size of -0.85 according to the Institute's effect size analysis. This level of performance is lower than the target of 0.3 and indicates the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students.

Cardinal McCloskey met its mathematics goal in 2021-22 with 42% of its students enrolled in at least their second year scoring at or above proficiency on the state's 3rd grade mathematics exam. The school outperformed the district's 3rd grade results by 13 percentage points. In comparison to demographically similar schools across the state, Cardinal McCloskey performed higher than expected to a meaningful degree according to the Institute's effect size analysis. Although the school's overall proficiency rate was higher than the district average, 51% of tested students scored at Level 1, indicating performance far below grade level expectations. The school must grow the learning of all students to make the best case for renewal.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

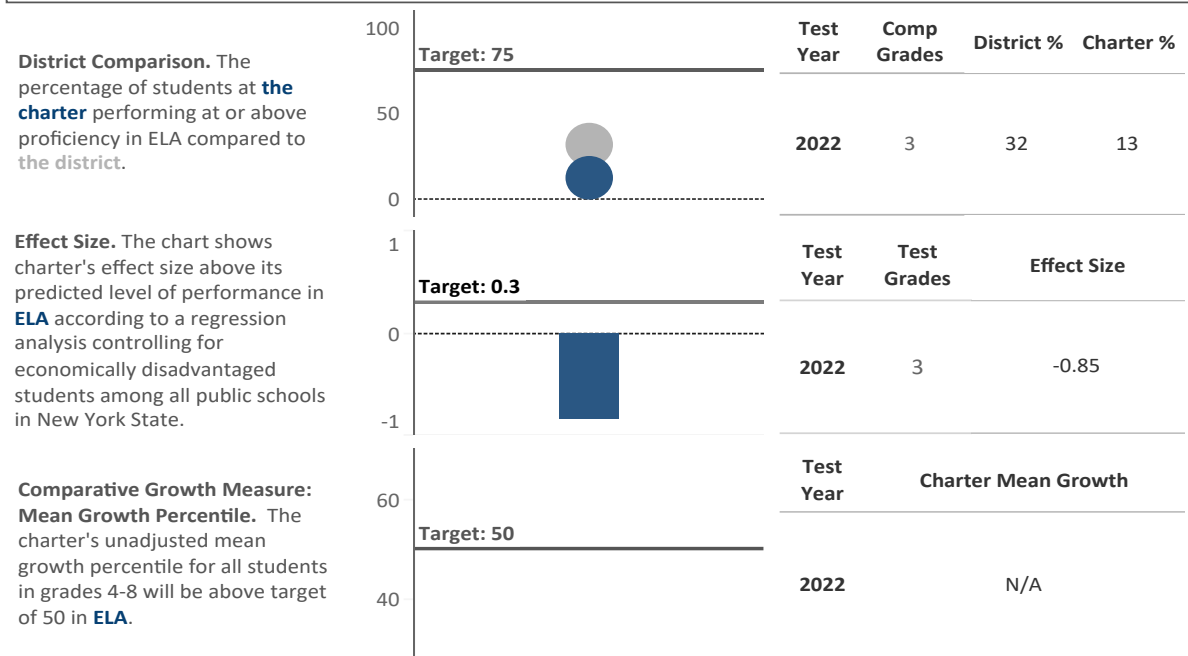
3. Education Law § 2854(1)(d).



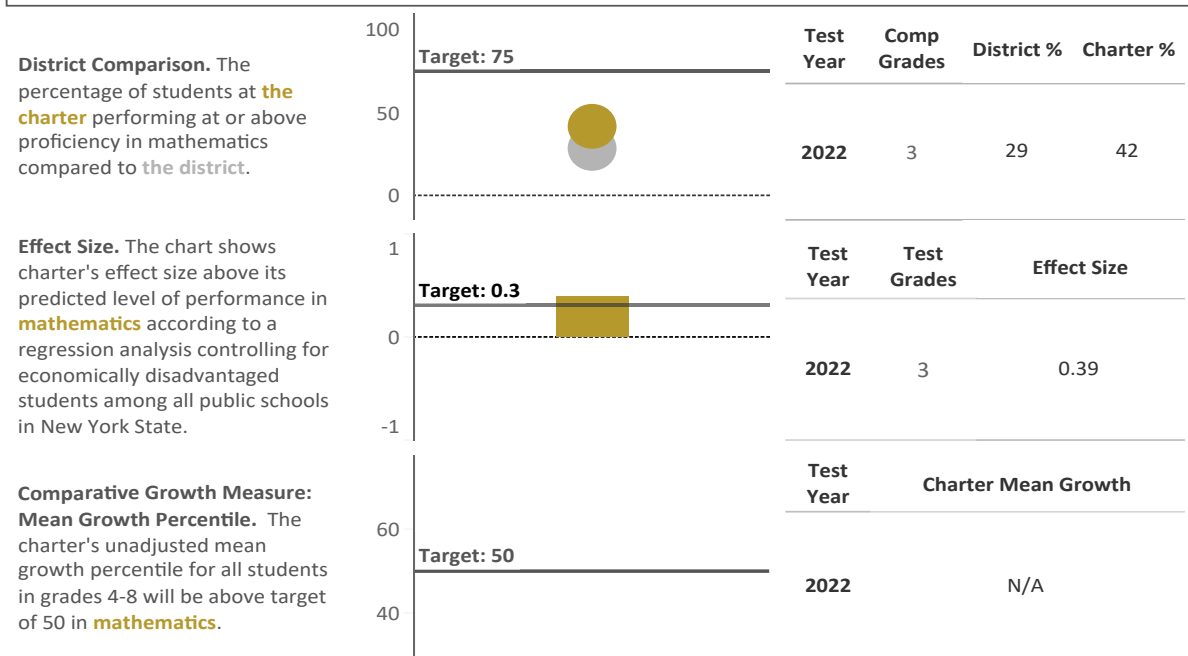
ACADEMIC PERFORMANCE

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL





ACADEMIC PERFORMANCE

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure.

The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

SPECIAL POPULATIONS PERFORMANCE*

2022

Students with Disabilities
Enrollment

63

Tested on State Exam

10

Charter Percent Proficient on
ELA Exam

10.0

District Percent Proficient

13.7

ELL Enrollment

55

Tested on NYSESLAT Exam

43

Charter Percent 'Commanding'
or Making Progress

0.0

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter 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. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ 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, found in Appendix B, describe the elements an effective school must have in place at the time of renewal.⁵

ASSESSMENT

Although Cardinal McCloskey established strong data use practices to identify performance trends at the individual student level this year, it has yet to create efficient data sharing routines in which teachers and leaders review trends at the classroom, grade, and school levels to measure the impact of interventions, develop common priorities for teachers' skill development and future instruction, and track growth toward schoolwide goals on a periodic basis. Although the director of special student services ("DSSS") meets with individual teachers to monitor the progress of ELLs, students with disabilities, and students struggling academically, the school has an opportunity to aggregate the performance analyses of these subgroups to identify trends in the overall effectiveness of the school's supports.

Cardinal McCloskey administers a battery of assessments that provides valid and reliable data to track student content mastery and guide instruction in ELA, mathematics, social studies, and science. However, the school does not yet regularly analyze grade and school level data to inform all functions supporting the educational program including strategic decisions about professional development and the effectiveness of the school's curricular materials. The school administers nationally normed i-Ready assessments three times each year in ELA and mathematics, with follow up administrations at mid-year and end-of-year to measure student growth. In Kindergarten – 2nd grade, teachers administer the PAF Assessment in fall and spring to track student progress in reading, phonics, spelling, and handwriting interventions. Teachers use running records four times per year to monitor growth in reading levels. The school administers READY unit assessments to its 3rd and 4th grade students at the end of each unit to test student content mastery and guide future instruction. Each month between December and April, the school administers mock state assessments to 3rd and 4th grade students in ELA and mathematics. In writing, students in all grades take pre, interim, and post assessments covering narrative, informational, poetry, and memoir genres. Nationally normed i-Ready assessments and READY unit assessments from the i-Ready curricular materials are valid and reliable and offer sufficiently rigorous data for various purposes.

Teachers use i-Ready results to identify learning gaps, create student groupings, and construct learning activities to meet individual and small group learning needs. i-Ready diagnostic results at the beginning of the school year allow teachers to make student groupings based on specific reading levels. The software

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

5. Additional details regarding the SUNY Renewal Benchmarks are available on the [Institute's website](#).

BENCHMARK SUMMARY

also pinpoints pre-requisite skills that students must master to advance to the next level. As the school year progresses, the directors of curriculum and instruction (“DCIs”) compare i-Ready performance by class to identify teachers for more frequent observation and increased support.

Cardinal McCloskey assigns students within the lowest performance tiers on i-Ready to its winter academy for targeted state assessment preparation using mock exams. After administering the mock exams, DCIs conduct item analyses to determine areas of weakness and set future instructional priorities. Despite this promising practice, instructional leaders have not yet established a system for comprehensive and timely data analysis guided by clear expectations for rigor, disaggregating student subgroups, and developing responsive future actions. Although the DSSS meets regularly with individual teachers to discuss students with disabilities’ and ELLs’ progress toward Individualized Education Program (“IEP”) and other goals, the school has not developed routine practices to analyze the overall effectiveness of its supports for these student subgroups.

This year, Cardinal McCloskey requires teachers to use exit tickets and other internally developed formative assessments to gauge student understanding of lesson content and to verify the results of other assessments. Although a promising practice, many teacher developed items are not sufficiently valid and reliable to produce accurate data for this purpose. A majority of exit tickets included in observed lessons did not target specific standards or skills, or did not align with the lesson’s learning objective. The data resulting from these quick check assessments cannot provide teachers the information needed to effectively adjust future instruction to meet student learning needs and address misconceptions.

CURRICULUM

Prior to the start of the 2022-23 school year, Cardinal McCloskey conducted a comprehensive overhaul of curricular resources across grades and subject areas to internally align the scope, sequence, pacing, and rigor of instruction. This year, Cardinal McCloskey’s use of the i-Ready curriculum for both ELA and mathematics and the FOSS program for science. These programs support teachers to know what to teach and when to teach it. In ELA, Cardinal McCloskey added guided reading groups, book clubs, and the Jump Into Writing curriculum to reinforce instruction for reading comprehension, writing, and grammar. These programs provide instructional leaders and teachers with a curricular framework the school lacked in prior years. At the time of the visit, the school continued to develop strategies to support teachers to deliver consistently high quality instruction.

Teachers report the i-Ready ELA curriculum provides clear lesson structures, pertinent reading passages, rigorous learning objectives, and guidance for engaging students in higher order thinking. However, due to wide gaps in reading levels present within classes, teachers must create differentiated independent practice materials to meet individual student needs. To this end, teachers use supplemental materials to target pre-requisite skills that students must develop to access grade level content. Despite helpful structures in the curricular materials and further additions from supplemental materials, lesson plans describe ineffective structures for differentiating content and instructional leaders miss opportunities to hold teachers accountable for improving these plans and practices. In mathematics, teachers use Ready Classroom in addition to i-Ready as the program is also adaptive and includes ideas for scaffolding lesson content over time,

BENCHMARK SUMMARY

differentiating instruction to ensure teachers meet the needs of all learners, and strategizing problem solving. Notwithstanding these supports available in the curricular materials, lesson plans did not consistently include effective strategies to fully differentiate instruction to ensure every student could access the lesson content. Although the school's lesson plan templates require this information, plans in use on the days of the Institute's visit lacked clearly differentiated materials or adequately differentiated activities aligned with the lesson's objective.

PEDAGOGY

Cardinal McCloskey demonstrates high quality instruction in some lessons. Teachers at Cardinal McCloskey deliver purposeful lessons containing clear objectives. This year, Cardinal McCloskey's teachers are developing a consistent approach to lesson delivery across the school characterized by a short mini-lesson followed by small group rotations in leveled groupings. Each lesson ends with an exit ticket to gauge students' mastery of the lesson content. At the time of the visit, all lessons included a clear learning objective. However, the rigor of each objective was not consistently high. The school's lesson plan templates and planning routines reinforce instructional leaders' requirement for teachers to review student level data and group students based on ability level. The school used logical grouping strategies in almost all observed lessons, but the charter's routines for differentiating lesson content leaves groups without effective methods to fully access lesson content.

Teachers check in with students often during lessons, but miss opportunities to gauge student understanding of lesson content and adjust instruction based on what teachers observe. Although teachers circulate around classrooms during student work times, in-class assessment and feedback to students focus on compliance such as following directions or completing a problem, question, or worksheet rather than supporting students' understanding of the lesson content. In only two of the 19 observed lessons, teachers interrupted group or independent work to reteach content or clarify directions based on a review of student work or after noticing trends in student conversation that demonstrated misunderstanding. Along with ineffective exit tickets, the school collects little valid and reliable information during lessons to redirect instruction and quickly address student misconceptions.

Similarly, teachers miss opportunities in most classrooms to provide students with challenging and rigorous questioning and activities to develop depth of understanding and higher-order and critical thinking skills. Although the school implements a clear and consistent approach to lesson planning and execution, lesson plans and observations demonstrate little evidence of planned, targeted questioning or effective exit tickets. In some classrooms, teachers turnkey lessons directly from the school's curricular materials with little evidence of modification to meet student learning needs. Despite opportunities for leveled group activities in each lesson plan, lesson plans and observations show minimal differentiation in lesson activities that would allow each student group to attain the lesson's objective. In most classrooms, teachers prepare additional learning activities for those students or groups who complete work early.

BENCHMARK SUMMARY

Students in nearly all classrooms exhibit high levels of engagement and actively participate in learning activities. Teaching assistants (“TAs”) in each classroom manage small groups, supporting students struggling with the lesson by taking breaks or accessing other differentiated social-emotional supports, and assist the lead classroom teacher with setting up and managing materials and student devices. While the TAs do not always play a clear role in delivery of the lesson, in most classrooms TAs clear the way for the lead teacher to focus on teaching the whole group lesson and maintaining student engagement.

INSTRUCTIONAL LEADERSHIP

Cardinal McCloskey continues to develop its instructional leadership and support for teachers. At the start of the 2022-23 school year, the school invested in expanding its instructional leadership by adding an additional DCI and dividing supervision responsibility for Kindergarten – 2nd grade and 3rd – 4th grade between the two leaders. The school also added an assistant DCI (“ADCI”) who supports the upper grades. Instructional leaders have made efforts to create a culture of data-driven instruction this school year by working closely with a data specialist to ensure teachers have access to well-organized, student-level data from multiple assessments. Leaders work with grade level teams to create student-level groupings that are evident throughout most lessons.

Leaders provide teachers ample time to collaborate on curriculum and instruction especially as it relates to the school’s implementation of new curricular materials. Teachers and leaders engage in professional development sessions for ELA and mathematics delivered by the curricula publishers throughout the year to support the implementation of the new curricular materials. In addition, the school conducts one professional development session monthly in which grade teams and instructional leaders ensure instruction aligns with the school’s pacing calendar. During these meetings, teachers also have opportunities to practice instruction addressing a specific learning objective. Teachers receive feedback on instructional delivery and discuss how they will implement professional development content in their respective classrooms. Notwithstanding these trainings, the Institute observed some instances of teachers delivering factually inaccurate information during lessons.

In addition to leader-driven professional development topics, school leaders survey teachers to identify new topics for professional development based on teacher interest but have not yet begun to use schoolwide data and trends in classroom observations to provide targeted and sustained professional development and coaching for staff members. The school’s current data analysis structures and procedures provide leaders with no classroom, grade level, or schoolwide performance trends to clearly identify priority growth areas for teachers. High performing leadership teams corroborate lesson observation data with student assessment data to identify weaknesses in curricular materials, areas for teachers to develop their skills, and priority topics for professional development. At Cardinal McCloskey, teachers could not identify clear goals for their pedagogical development.

BENCHMARK SUMMARY

Teachers submit lesson plans on a weekly basis as a grade team and report receiving verbal feedback and modifications from instructional leaders regularly. Notwithstanding these opportunities for verbal feedback, resulting lesson plans often lack sufficiently targeted plans for differentiating instruction and effective exit tickets indicating feedback on lesson plans is inconsistent. Both the DCIs and the ADCI spend time in classrooms conducting walkthroughs, reviewing the classroom environment, and modeling lessons for teachers. As a result, nearly all teachers feel supported by the principal and instructional leaders, but sometimes deliver lessons with content misaligned with state standards.

With the adoption of the Danielson Framework this year, leaders implement systems that have the potential to hold teachers accountable for high expectations and quality instruction. DCIs evaluate teachers three times annually using the Danielson Framework, and teachers are aware of the process for evaluations. Despite this, teachers do not yet articulate consistently high expectations for performance.

AT-RISK PROGRAM

Cardinal McCloskey is developing systems to effectively meet the needs of students with disabilities, ELLs, and students struggling academically. The DSSS meets with teachers individually at least every other week to discuss student progress. These meetings serve many functions. Teachers and the DSSS monitor the academic progress of individual students including students with disabilities and ELLs. Teachers also use these meetings to identify students struggling academically and discuss appropriate interventions. Following these meetings, teachers develop interventions with occasional input from the learning specialist and/or reading specialist.

Although teachers and the DSSS hold these meetings regularly, the school has an opportunity to increase the rigor of its data analysis procedures to ensure teachers and leaders create targeted, effective supports for student learning. The school's data analysis systems provide only a ranked order of student performance on internal assessments by classroom despite the opportunity for teachers and leaders to use the data to identify specific standards or skills where students underperform, especially for the school's students with disabilities, ELLs, and students struggling academically. Instructional leaders and the school data analyst have an opportunity to develop more detailed data reports that reveal trends across classrooms, grade levels, and student subgroups.

The DSSS and teachers evaluate student progress within the selected intervention after six to eight weeks, depending on the intensity of the intervention. Based on data from benchmark and curricular assessments, classwork, exit tickets, and other student work products, the DSSS and teachers identify an intensified intervention, maintain the current intervention, or roll back the intensity of the intervention, as appropriate. This practice allows teachers and instructional leaders to provide highly individualized support to meet student needs. However, the leadership team realizes the benefit of its focus on individual student progress while trading off a more systematic approach to analyzing the data of groups of students to ensure identification procedures and interventions are effective and efficient. As the school grows and the number of students increases, the current staffing and meeting structure will not support the volume of individual student progress

BENCHMARK SUMMARY

discussions. Although teachers offer classroom level analyses of student performance and progress, the school has an opportunity to define and use grade and subgroup level data analysis to ensure its identification and progress monitoring procedures are effective and efficient.

The DSSS also uses time in individual teacher meetings to monitor the progress of students with disabilities toward meeting academic IEP goals. The DSSS reports a secondary benefit of these regular conversations that includes teachers discussing students' IEP goals that leads to internalizing knowledge of the goals and the student needs and can effectively address them in lesson planning. Notwithstanding these planning efforts, the Institute found little evidence of teachers effectively differentiating lesson materials across small groups in lesson plans during the visit days or otherwise using effective strategies to support students with disabilities in the general education setting. With similar structures for differentiation and support in place last year, only one of the school's 10 tested students with disabilities scored at or above proficiency on the state's ELA assessment.

This year, Cardinal McCloskey employs an ELL teacher who is enrolled in a college program to complete the state's Teacher of English as a Second Language ("TESOL") certification. The school continues to implement a compliant and effective process to identify ELLs that includes a home language survey ("HLS"), a follow up interview based on families' responses on the HLS, and administration of the New York State Identification Test for English Language Learners ("NYSITELL") as necessary. The ELL teacher oversees the school's fidelity to this process and provides push in and pull out language acquisition support to the school's 100 ELLs. Every ELL receives at least 30 minutes of language acquisition support weekly. Those ELLs farthest from English language proficiency receive 60 minutes of support each week. The school uses the WIDA, a progress monitoring assessment for to assess ELL's reading, writing, listening, and speaking skills, to monitor ELLs' progress toward proficiency in each of the four language domains. This year's NYSESLAT data will demonstrate the overall effectiveness of the school's ELL supports.

ORGANIZATIONAL CAPACITY

Cardinal McCloskey continues to maintain a sufficient structure to support the school's educational program and operations, but continues to lack a process to monitor the program's overall effectiveness. This year, the school expanded its instructional leadership team to include two DCIs and an ADCI. The school's leadership team also includes specific positions responsible to guide school operations, the director of operations; culture, the dean of students; and, at-risk program supports, the DSSS. The school employs a social worker and various supporting staff members. The structure, as defined and as staffed, is sufficient to support student academic, social, and emotional needs.

Notwithstanding its appropriate and adequate organizational structure and positions, the school continues to struggle to define and establish comprehensive systems to support its operations and program. For instance, the school revised several areas of its curricular and assessment program last year and this year. Although the school maintained sufficient finances to make the change, the school's supporting professional development

BENCHMARK SUMMARY

does not yet fully support teachers to deliver high quality instruction across every classroom. In addition, all staff members are not clear on expectations and criteria for successful performance in their roles. The school has the opportunity to establish clear expectations and develop consistent procedures to measure, discuss, and record attainment thereof.

Cardinal McCloskey continues to implement its Sanctuary Model, which is the school's trauma informed approach to developing school culture and supporting students' social and emotional needs. Although the Sanctuary approach is evident in classrooms, the school has an opportunity to continue improving the quality of all staff members' discourse with students in other spaces. During the visit, the Institute observed many support staff members interacting with students in ways that did not demonstrate the warm, caring approach described as part of the Sanctuary Model especially during hallway transitions. This year, the school trained only a few staff members in the tenets of the Sanctuary Model leaving many without requisite foundational knowledge. Academic priorities and cultural needs among the staff members caused the school to suspend meetings among its core team of Sanctuary culture keepers.

Cardinal McCloskey continues to miss opportunities to gather necessary information to monitor and adjust its programs. The school maintains various partnerships with consultants and its partner organization, Cardinal McCloskey Community Services, but the effectiveness of these partnerships remains unclear based on the school's lack of comprehensive systems to implement and monitor its academic and emotional support programs. Notwithstanding its lack of processes to monitor positive culture and behavioral indicators throughout the school and improve its overall culture, Cardinal McCloskey establishes a classroom culture wherein students maintain high levels of focus on learning. The visit team observed many instances where students felt comfortable to participate fully in lesson activities, take risks, make mistakes, and learn from them.

BOARD OVERSIGHT & GOVERNANCE

Cardinal McCloskey's board is making progress toward effectively governing the school characterized by strategic changes to its procedures and stabilizing its membership this year. The board continues to operate a committee structure where the full board hears reports from an academic committee and an executive committee. The academic committee chair reports recent changes to the committee structure and its renewed focus on the school's goals and accountability measures helped to coalesce the board's actions to support the school's academic performance.

At the time of the visit, board membership remained stable. Following its recent vote to reduce the size of the board from nine to seven members, the board's membership is full. External consultants provide professional development to current board members to improve the board's functioning. For instance, the board reports its actions as being too reactive to events after they take place and desires to create stronger systems to anticipate and plan for necessary duties.

BENCHMARK SUMMARY

Although the board made progress and stabilized this year, it has not effectively evaluated the school's principal. The board has an opportunity to establish its priorities for the short and long term operation of the school, make those priorities clear to the school leader and leadership team, and ensure effective supports for the leaders to reach clearly stated goals. Although the board recognizes its knowledge of these criteria, it recognizes it did not yet record aligned criteria for evaluating the school leader in a document it regularly uses to frame germane and consistent feedback. The board also recognizes its opportunity to create a clear set of evaluation criteria for its performance and the performance of its members.

Board members take opportunities to visit Cardinal McCloskey informally. Although not required, a board member attended several teacher trainings to connect with the school's staff members this year. Some board members occasionally spend time informally in the school during school days.

Cardinal McCloskey

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APPENDICES

PAGES Ax 1-16

CO^A
CHARTER
OVERVIEW

PAGE Ax 1

SB^B
SUNY RENEWAL
BENCHMARKS

PAGE Ax 5

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR

James McCarthy

VICE CHAIR

Angel Audiffred

TREASURER

Jennifer Vasquez

SECRETARY

Dr. Reva Gershen-Lowy

TRUSTEES

Dr. Audrey Erazo-Trivino

Patricia Broderick

William Ursillo

CHARTER LEADERS

PRINCIPAL

Jennifer Fedele, Principal (2019-20 to Present)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	150	138	92%	K-1
2020-21	225	223	99%	K-2
2021-22	300	265	88%	K-3
2022-23	375	370	99%	K-4

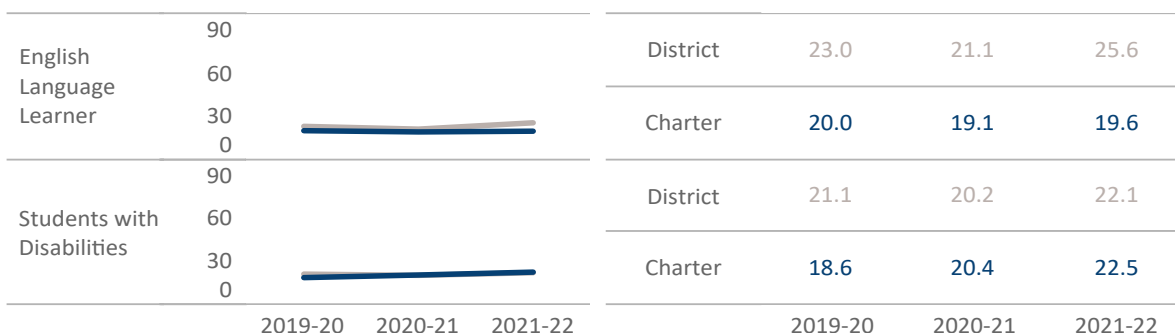
1. Source: The Institute's board records at the time of the visit.

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

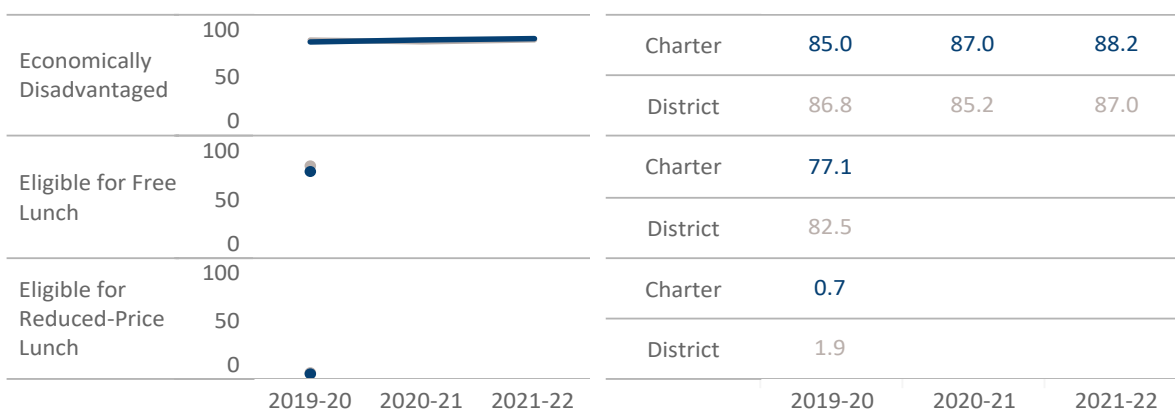
Cardinal McCloskey Community Charter School

Bronx CSD 10

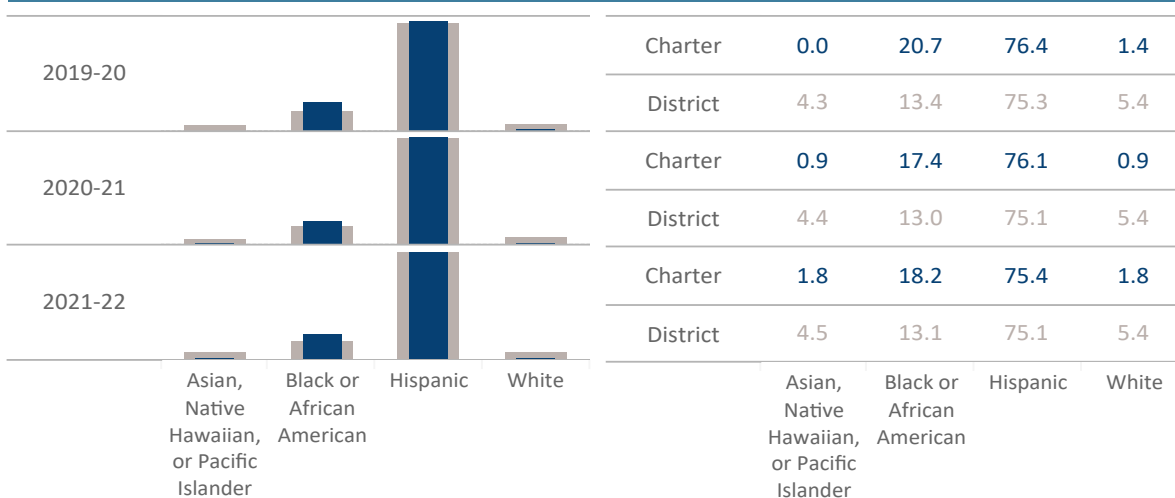
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



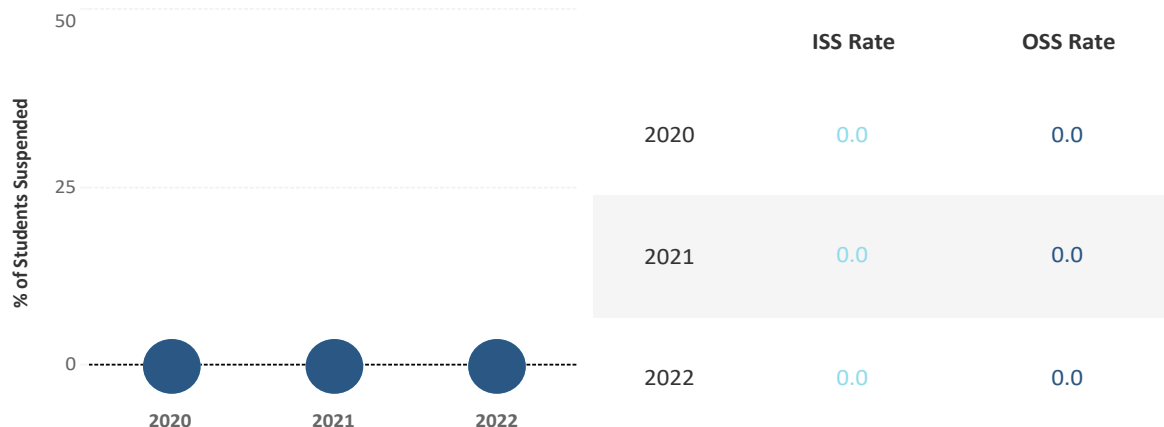
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the school's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

Cardinal McCloskey Community Charter School

Bronx CSD 10



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total 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 charter each year



2020	2021	2022
0	0	0

Cardinal McCloskey Community Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	90.5	88.2
	English language learners	24.5	19.6
	students with disabilities	19.3	22.5
retention	economically disadvantaged	93.6	83.0
	English language learners	94.2	90.9
	students with disabilities	94.0	76.6

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

APPENDIX A: CHARTER SCHOOL OVERVIEW



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (Virtual)	May 24, 2021
2021-22	Evaluation Visit	June 1-2, 2022
2023-23	Evaluation Visit	March 8-9, 2023

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 8-9, 2023	Jeff Wasbes	Executive Deputy Director for Accountability
	Ciani Jones	Senior Analyst
	Danielle Tschirhart	External Consultant
	Alicia Copabianco	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	ACCOUNTABILITY PERIOD	ANTICIPATED RENEWAL VISIT
First	Fourth Year of Four-Year Accountability Period	Fall of 2023



VERSION 5.0, MAY 2012

INTRODUCTION

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

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

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

Precisely how the Institute uses the SUNY Renewal Benchmarks, during both the renewal process and throughout the charter period, is explained in greater detail in the Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University of New York (the “SUNY Renewal Practices”), available on the Institute’s website at: <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.



- 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?

1A – ACADEMIC ACCOUNTABILITY PLAN GOALS

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

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

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

1B – USE OF ASSESSMENT DATA

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

The following elements are generally present:

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

1C – CURRICULUM

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

The following elements are generally present:

- the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades;

- in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans;
 - teachers know what to teach and when to teach it based on these documents;
 - the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and
 - teachers plan purposeful and focused lessons.
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1D – PEDAGOGY

HIGH QUALITY INSTRUCTION IS EVIDENT THROUGHOUT THE SCHOOL.

The following elements are generally present:

- teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum;
 - teachers regularly and effectively use techniques to check for student understanding;
 - teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills;
 - teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and
 - teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.
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1E – INSTRUCTIONAL LEADERSHIP

THE SCHOOL HAS STRONG INSTRUCTIONAL LEADERSHIP.

The following elements are generally present:

- the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed;
 - the instructional leadership is adequate to support the development of the teaching staff;
 - instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers' instructional effectiveness;
 - instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels;
 - instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers;
 - professional development activities are interrelated with classroom practice;
 - instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses; and
 - instructional leaders hold teachers accountable for quality instruction and student achievement.
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1F – AT-RISK STUDENTS

THE SCHOOL MEETS THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS.

The following elements are generally present:

- the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically;
 - the school has adequate intervention programs to meet the needs of at-risk students;
 - general education teachers, as well as specialists, utilize effective strategies to support students within the general education program;
 - the school adequately monitors the progress and success of at-risk students;
 - teachers are aware of their students' progress toward meeting IEP goals, achieving English proficiency or school-based goals for struggling students;
 - 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.
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RENEWAL QUESTION 2

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

2A – MISSION & KEY DESIGN ELEMENTS

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

The following elements are generally present:

- the school faithfully follows its mission; and
 - the school has implemented its key design elements.
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2B – PARENTS & STUDENTS

PARENTS/GUARDIANS AND STUDENTS ARE SATISFIED WITH THE SCHOOL.

The following elements are generally present:

- the school regularly communicates each child's academic performance results to families;
 - families are satisfied with the school; and
 - parents keep their children enrolled year-to-year.
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2C – ORGANIZATIONAL CAPACITY

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

The following elements are generally present:

- the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program;
 - the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities;
 - the school has a clear student discipline system in place at the administrative level that is consistently applied;
 - the school retains quality staff;
 - the school has allocated sufficient resources to support the achievement of goals;
 - the school maintains adequate student enrollment;
 - the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and
 - the school regularly monitors and evaluates the school's programs and makes changes if necessary.
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2D – BOARD OVERSIGHT

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

The following elements are generally present:

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

2E – GOVERNANCE

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

The following elements are generally present:

- the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;
- the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion;
- the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members;
- the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;
- the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter;

- the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner;
 - the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion;
 - the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and
 - the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.
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2F – LEGAL REQUIREMENTS

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

The following elements are generally present:

- the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law;
 - 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.
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RENEWAL QUESTION 3
IS THE SCHOOL FISCALLY SOUND?

3A – BUDGETING AND LONG RANGE PLANNING

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

The following elements are generally present:

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

3B – INTERNAL CONTROLS

THE SCHOOL MAINTAINS APPROPRIATE INTERNAL CONTROLS AND PROCEDURES.

The following elements are generally present:

- the school follows a set of comprehensive written fiscal policies and procedures;
- the school accurately records and appropriately documents transactions in accordance with management's direction, laws, regulations, grants and contracts;
- the school safeguards its assets;
- the school identifies/analyzes risks and takes mitigating actions;
- the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy;
- the school's trustees and employees adhere to a code of ethics;
- the school ensures duties are appropriately segregated, or institutes compensating controls;
- the school ensures that employees performing financial functions are appropriately qualified and adequately trained;
- the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements;
- a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions;
- the school prepares payroll according to appropriate state and federal regulations and school policy;
- the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and
- the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.

3C – FINANCIAL REPORTING

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

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

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

3D – FINANCIAL CONDITION

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

The following elements are generally present:

- the school maintains sufficient cash on hand to pay current bills and those that are due shortly;
- 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?

4A – PLANS FOR THE SCHOOL'S STRUCTURE

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

Based on elements present in the Application for Charter Renewal:

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

4B – PLANS FOR THE EDUCATIONAL PROGRAM

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

Based on elements present in the Application for Charter Renewal:

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

4C – PLANS FOR BOARD OVERSIGHT AND GOVERNANCE

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

Based on elements present in the Application for Charter Renewal:

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

4D – FISCAL & FACILITY PLANS

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

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

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

