



TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Renewal Recommendations for Charter Schools Authorized by the Buffalo Public Schools Board of Education

DATE: June 6, 2024

AUTHORIZATION(S): *Betty M...*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Buffalo Public Schools Board of Education pursuant to Article 56 of the Education Law (the New York Charter Schools Act)?

- **Enterprise Charter School** (Three-year renewal)
- **Westminster Community Charter School** (Four-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the P-12 Education Committee and the Full Board for action at the June 2024 Regents meeting.

Procedural History

The Buffalo Public Schools Board of Education (BPS-BOE), as the charter authorizer for the above-named schools, approved and recommends the renewal recommendations described below for approval and issuance of renewal charters as required by Article 56 of the Education Law.

Background Information

The recommendations set forth in this Regents item are from the Buffalo Public Schools Board of Education (BPS-BOE) for the proposed renewal charters for two charter schools, as proposed by the BPS-BOE as a charter school authorizer under Article 56 of the Education Law.

Pursuant to Education Law §2852, the Board of Regents has the authority to issue charters to all charter schools in New York State. The process for BPS-BOE authorized charter schools is as follows:

- The BPS-BOE develops a recommendation for the Board of Regents for the issuance of a charter renewal or a revision for an existing charter.
 - The recommendation is sent to the New York State Education Department (NYSED or "the Department") and the Board of Regents has 90 days to act or the recommendation goes into effect by operation of law.
 - Once a charter is received by the Department, the Board of Regents has four options:
 1. Consider the recommendation and vote on it. If the vote is affirmative, the action is effective immediately, or as otherwise recommended by the BPS-BOE.
 2. If the Board of Regents chooses not to vote in the affirmative, the recommendation is sent back to the BPS-BOE with comments. The BPS-BOE must reconsider its recommendation and can choose one of the following:
 - a) resubmit the proposed charter to the Board of Regents with modifications, provided that the applicant consents in writing to such modifications;
 - b) resubmit the proposed charter to the Board of Regents without modifications; or
 - c) abandon the proposed charter.
- If the recommendation is resubmitted to the Board of Regents, the Department and the Board of Regents has 90 days to act or the recommendation goes into effect by operation of law.
3. The Board of Regents can defer action to a later date. The 90-day time period continues to accrue, and the proposed charter renewal will go into effect by operation of law if no action is taken by the Board within that 90-day period.

4. The Board of Regents can choose to not take action on a BPS-BOE recommendation and allow the charter renewal to go into effect by operation of law 90 days after the initial submission to the Department.

The Board of Regents sent back the renewal recommendations for both Enterprise Charter School and Westminster Community Charter School to the BPS-BOE with comments at the April 2024 Board of Regents meeting. The BPS-BOE voted to resubmit the proposed charter to the Board of Regents with modifications for consideration.

Included as attachments hereto are BPS-BOE's May 2024 revised renewal report for Enterprise Charter School (Attachment A), Enterprise Charter School's Corrective Action Plan Overviews (Attachment B), Enterprise Charter School's Amended Board of Education Resolution for Charter School Renewal (Attachment C), BPS-BOE's May 2024 revised renewal report for Westminster Community Charter School (Attachment D), Westminster Community Charter School's Corrective Action Plan Overviews (Attachment E), and Westminster Community Charter School's Amended Board of Education Resolution for Charter School Renewal (Attachment F). The BPS-BOE renewal reports, corrective action plans, and renewal resolutions were not drafted or reviewed by the Department.

Related Regents Items

Enterprise Charter School

March 2003: [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2003Meetings/March2003/0303emsca1.pdf>)

June 2004: [Enrollment Expansion \(to add at least one grade each year, currently K-8\)](#)
Expansion (to add at least one grade each year, currently K-8)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/June2004/0604emscvesida2.htm>)

July 2005: [Enrollment Expansion \(to add at least one grade each year, currently K-9\)](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/July2005/0705brca15.htm>)

July 2006: [Enrollment Expansion \(to add at least one grade each year, currently K-10\)](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/July2006/0706brca9.htm>)

March 2008: [First Renewal and Enrollment Decrease \(remove grades 9-12, serve K-8\)](#)

(<https://www.regents.nysed.gov/meetings/2008Meetings/March2008/0308emsca4.htm>)

January 2010: [Second Renewal](#)

(<https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca12.htm>)

July 2013: [Third Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/913bra2.pdf>)

March 2014: [Fourth Renewal](http://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)
(http://www.regents.nysed.gov/common/regents/files/413bra2_1.pdf)

April 2016: [Fifth Renewal](http://www.regents.nysed.gov/common/regents/files/416p12a8-revised.pdf)
(<http://www.regents.nysed.gov/common/regents/files/416p12a8-revised.pdf>)

April 2019: [Initial BPS-BOE Recommendation for the Fourth Renewal – Returned to BPS-BOE by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/419p12a6REVISED.pdf)
(<https://www.regents.nysed.gov/common/regents/files/419p12a6REVISED.pdf>)

June 2019: [Sixth Renewal](https://www.regents.nysed.gov/common/regents/files/619p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/619p12a3.pdf>)

June 2022: (*nunc pro tunc* to June 2021) [Seventh Renewal](https://www.regents.nysed.gov/sites/regents/files/622p12a5.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/622p12a5.pdf>)

April 2024: [Initial BPS-BOE Recommendation for the Eighth Renewal – Returned to BPS-BOE by the Board of Regents](https://www.regents.nysed.gov/sites/regents/files/424p12a1.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/424p12a1.pdf>)

Westminster Community Charter School

July 2004: [Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/July2004/0704bra5.htm)
(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/July2004/0704bra5.htm>)

January 2009: [First Renewal](http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca7.htm)
(<http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca7.htm>)

June 2014: [Second Renewal](http://www.regents.nysed.gov/common/regents/files/514p12a1.pdf)
(<http://www.regents.nysed.gov/common/regents/files/514p12a1.pdf>)

June 2016: [Third Renewal](http://www.regents.nysed.gov/common/regents/files/616p12a4revised.pdf)
(<http://www.regents.nysed.gov/common/regents/files/616p12a4revised.pdf>)

April 2019: [Initial BPS-BOE Recommendation for the Fourth Renewal – Returned to BPS-BOE by the Board of Regents](https://www.regents.nysed.gov/common/regents/files/419p12a6REVISED.pdf)
(<https://www.regents.nysed.gov/common/regents/files/419p12a6REVISED.pdf>)

June 2019: [Fourth Renewal](https://www.regents.nysed.gov/common/regents/files/619p12a3.pdf)
(<https://www.regents.nysed.gov/common/regents/files/619p12a3.pdf>)

June 2022: (*nunc pro tunc* to June 2021) [Fifth Renewal](https://www.regents.nysed.gov/sites/regents/files/622p12a5.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/622p12a5.pdf>)

April 2024: [Initial BPS-BOE Recommendation for the Sixth Renewal – Returned to BPS-BOE by the Board of Regents](https://www.regents.nysed.gov/sites/regents/files/424p12a1.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/424p12a1.pdf>)

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents finds that **Enterprise Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Enterprise Charter School** and that a renewal charter is issued, and that its charter be extended for a term from July 1, 2024 and up through and including **June 30, 2027**; and it is further voted that the full corrective action plan/comprehensive education plan to be developed by Enterprise Charter School and the Buffalo Public Schools Board of Education shall be submitted to the Board of Regents by January 1, 2025.

VOTED: That the Board of Regents finds that **Westminster Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Westminster Community Charter School** and that a renewal charter is issued, and that its charter be extended for a term from July 1, 2024, and up through and including **June 30, 2028**; and it is further voted that the full corrective action plan/comprehensive education plan to be developed by Westminster Community Charter School and the Buffalo Public Schools Board of Education shall be submitted to the Board of Regents by January 1, 2025.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Buffalo Public Schools

Enterprise Charter School Charter Renewal Report Revised May 2024

TABLE OF CONTENTS

SCHOOL DESCRIPTION	2
NOTEWORTHY	3
METHODOLOGY	3
BENCHMARK ANALYSIS	5
SUMMARY OF FINDINGS	6
BENCHMARK 1: STUDENT PERFORMANCE	7
BENCHMARK 2: TEACHING AND LEARNING	13
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	25
BENCHMARK 4: FINANCIAL CONDITION.....	34
BENCHMARK 5: FINANCIAL MANAGEMENT	35
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	38
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	42
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS	49
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION.....	54
BENCHMARK 10: LEGAL COMPLIANCE	58

INTRODUCTION

In 2021, the Buffalo Public Schools’ Board of Trustees (BPS Board) required Enterprise Charter School meet a set of conditions during the current charter term (2021-2024). Enterprise has met the conditions. Specifically, Enterprise exceeded the achievement indicators for academic trends towards proficiency as its students’ academic growth exceeded both national and BPS growth rates.

However, Enterprise did not make gains in state assessments, and the Board of Regents returned BPS Board’s recommendation and recommended a shorter-term renewal and corrective action plan. Therefore, the BPS Board recommends a three-year charter renewal (2024-2027) with the requirement that Enterprise create, and the BPS Board approve and monitor, a corrective action plan to address the School’s performance on the state assessments.

As detailed in this Renewal Report, evidence collected during the current charter term indicates Enterprise has laid the foundation necessary for successful school turnaround. In the next charter term, it will be incumbent on Enterprise to improve student proficiency as measured by the state assessments for 3-8 ELA and mathematics. A three-year charter renewal may give Enterprise time to make progress towards accomplishing this goal and the BPS Board will continue to hold Enterprise accountable for student achievement.

SCHOOL DESCRIPTION

Name of Charter School	Enterprise Charter School
Board Chair	Thomas Ess
District of location	Buffalo City School District
Opening Date	August 2003
Charter Terms	Initial: March 2003-March 2008 1 st Renewal: March 2008-June 30, 2010 2 nd Renewal: July 1, 2010-June 30, 2013 3 rd Renewal: July 1, 2013-June 30, 2014 4 th Renewal: July 1, 2014- June 30, 2016 5 th Renewal: July 1, 2016-June 30, 2019 6 th Renewal: July 1, 2019-June 30, 2021 7 th Renewal: July 1, 2021-June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K — Grade 8/ 405 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	July 1, 2024-June 30, 2027/405
Comprehensive Management Service Provider	None
Educational Partners	None
Facilities	275 Oak Street, Buffalo, New York 14203
Mission Statement	<i>Engaging Young Minds Through Projects and Partnerships</i>

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	Grades K - 8	Grades K - 8	Grades K - 8
Total Approved Enrollment	405	405	405

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027
Grade Configuration	Grades K - 8	Grades K - 8	Grades K - 8
Total Proposed Enrollment	405	405	405

NOTEWORTHY

Enterprise added a full-time Chief Executive Officer (CEO) in November 2023. The new CEO has extensive experience in running high-performing New York State charter schools. Enterprise experienced a dramatic dip in enrollment early in the charter term as a result of the pending closure but is already again fully enrolled and now maintains a waitlist.

METHODOLOGY

The BPS Board engaged a Board Advisor (BPS Advisor) to assist with intensive monitoring and oversight of Enterprise's school improvement efforts. Between fall 2022 – present, the BPS Advisor conducted multiple site visits and interviews and collected evidence during the charter term as follows:

Monitoring Activities:

- 10 days of on-site visits
- 25 instructional staff interviewed
- 7 administrators interviewed (one-on-one)
- All members of the Board of Trustees interviewed (one-on-one)
- Observed every classroom in the school, including core content areas, special education pull-out classes, ENL classes, and specials classes
- Approximately 50 hours of meetings/activities with school leadership

Documents Reviewed:

- Job Descriptions for all administrator positions
- Organizational Charts
- Curriculum and curricular tools for each core content area (e.g., scope and sequence documents, unit plan documents, grade level writing rubrics)
- Assessment documentation for each core content area (e.g., samples of formative and summative assessments, i-Ready reports)
- Board of Trustees Data Dashboard
- School Improvement Plan (July 1, 2022 – June 30, 2024)
- NYSED data warehouse accountability data (2017 to current)
- Parent engagement documents (e.g., Student and Family Handbook, Code of Conduct, artifacts from multicultural nights)
- Board documents (e.g., bylaws, meeting minutes, agendas, and presentations)
- Documents that outline how the school serves special populations of students

- Annual Reports
- Historical suspension data
- Financial documents (e.g., budgets and audited financial statements)
- Staff Handbook

BENCHMARK ANALYSIS

The BPS Board used the 2019 Performance Framework which outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit are presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths precedes the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

The BPS Board engaged the BPS Advisor to assist it with carrying out its authorizer obligations during the current charter term. The BPS Advisor spent extensive time at Enterprise. This Report represents a comprehensive summary of evidence collected during the current charter term.

**NEW YORK STATE EDUCATION DEPARTMENT
2019 CHARTER SCHOOL PERFORMANCE FRAMEWORK RATING**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

SUMMARY OF FINDINGS

Enterprise is in its 21st year of operation and serves students in Grades K-8, 99% of whom qualify for free and reduced-price lunch. During the current charter term, Enterprise has prioritized laying the foundation for increasing student proficiency pursuant to a school improvement plan (SIP), which was reviewed by the BPS Board in June 2022 and implemented beginning in July 2022.

Enterprise's renewal for another charter term was conditioned upon Enterprise meeting a specific set of student academic performance growth metrics using the i-Ready assessments. Because of the COVID-19 pandemic, state assessment data was either non-existent or not reliable, and therefore the BPS Board utilized i-Ready data.

Enterprise's students have made academic growth during the current charter term as compared to both specific BPS schools and the national average. During the next charter term, Enterprise will need to make gains in student proficiency as measured by the state assessments.

Areas of Strength: There is extensive evidence to demonstrate Enterprise has laid a solid foundation for school improvement. Enterprise has exceeded the achievement indicators for academic trends towards proficiency as students' academic growth exceeded national and BPS growth rates. The School has a strong organizational structure that prioritizes the academic and social emotional needs of students and has recently hired a new CEO with extensive experience operating high-performing charter schools in New York State. Enterprise also has a committed Board of Trustees with many of the skills and expertise needed to support a school in the midst of turnaround work and has acted as a strong fiscal steward ensuring Enterprise is able to meet its bondholder requirements.

Areas in Need of Improvement: Though students have demonstrated accelerated academic growth during the current charter term, BPS is aware Enterprise did not meet district and state averages on the Grades 3-8 state assessments in ELA or mathematics, and Enterprise will need to increase its proficiency rates on state assessments in the next charter term.

Benchmark 1: Student Performance

Enterprise Charter School /Buffalo Public School Academic Measures, Based on i-Ready Assessments

FINDING: Meets

INDICATORS:

1. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of Grade 3 through 8 general education students in Reading will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Reading (taken together) enrolled in the BPS school listed below.
2. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth all Grade 3 through 8 students in Reading will be equal to or greater than 110%.
3. For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Reading will be equal to or greater than 100%.
4. For the 2022-2023 school year, 10% of all of the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Reading.
5. In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade K through 2 students in Reading will be equal to or greater than 100%.
6. In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Reading as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.
7. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of all Grade 3 through 8 general education students in Math will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Math (taken together) enrolled in the BPS schools listed below.
8. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth for all Grade 3 through 8 students in Math will be equal to or greater than 110%.
9. For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Math will be equal to or greater than 100%.
10. For the 2022-2023 school year, 10% of all the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Math.
11. In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grades K through 2 in Math will be equal to or greater than 100%.
12. In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Math as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

EVIDENCE FOR BENCHMARK 1:

As a result of the COVID-19 pandemic, the ability to make meaningful use of State assessment data became constrained. Consequently, similar to what NYSED did for the charters schools it authorizes, BPS developed a local accountability plan for Enterprise, and utilized alternative assessment metrics for the current charter term. Specifically, BPS used i-Ready metrics. Because Enterprise exceeded the academic progress and student growth metrics BPS established for the current charter term, the BPS Board recommended a full, five-year renewal. However, in April 2024, the Board of Regents recommended the BPS Board consider a short-term renewal and the requirement Enterprise create a corrective action plan. Therefore, the BPS Board revised its recommendation to a three-year renewal with a corrective action plan.

i-Ready Assessment Performance:

Enterprise's i-Ready data are set forth in detail below. The BPS Advisor closely monitored Enterprise's i-Ready data from fall 2022 to present, and BPS's Office of Shared Accountability reviewed and analyzed the efficacy of the data to ensure the i-Ready assessments were administered with fidelity.

Overall, the i-Ready data confirms Enterprise students made significant growth during the 2022-23 school year, and that growth is continuing into the current school year, which is the last year of the current charter term. Based on the i-Ready data and evidence collected by the BPS Advisor throughout the current charter term, BPS believes this growth lays a strong foundation for continued improvement during the next charter term. In the next charter term, BPS intends to transition back to State assessments as the primary accountability measure for Enterprise.¹

Enterprise was required to meet at least eight (8) out of the 12 academic measures established, and the preliminary data indicates Enterprise will meet all 12.

INDICATOR 1: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of Grade 3 through 8 general education students in Reading will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Reading (taken together) enrolled in the BPS school listed below.

BPS' percentage of progress: 67%

Enterprise's percentage of progress: 146%

INDICATOR 2: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth all Grade 3 through 8 students in Reading will be equal to or greater than 110%.

Enterprise's percentage of progress: 152%

INDICATOR 3: For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Reading will be equal to or greater than 100%.

Enterprise's percentage of progress: 161%

INDICATOR 4: For the 2022-2023 school year, 10% of all of the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Reading.

Enterprise's percentage of progress: 26%

INDICATOR 5: In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade K through 2 students in Reading will be equal to or greater than 100%.

¹ Although the NYSED CSO did not provide BPS with Enterprise's state assessment data for the 2022-2023 school year, BPS is aware Enterprise did not meet its district's average or the state average. BPS anticipates Enterprise's state assessment data will significantly improve over the course of the next charter term, and if it does not, it intends to hold Enterprise accountable. BPS' Office of Shared Accountability will continue to monitor closely Enterprise's progress in this regard.

Enterprise's percentage of progress: 110%

INDICATOR 6: In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Reading as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

Enterprise's percentage of progress: 83%²

INDICATOR 7: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of all Grade 3 through 8 general education students in Math will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Math (taken together) enrolled in the BPS schools listed below.

BPS' percentage of progress: 70%

Enterprise's percentage of progress: 113%

INDICATOR 8: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth for all Grade 3 through 8 students in Math will be equal to or greater than 110%.

Enterprise's percentage of progress: 117%

INDICATOR 9: For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Math will be equal to or greater than 100%.

Enterprise's percentage of progress: 120%

INDICATOR 10: For the 2022-2023 school year, 10% of all the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Math.

Enterprise's percentage of progress: 20%

INDICATOR 11: In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grades K through 2 in Math will be equal to or greater than 100%.

Enterprise's percentage of progress: 108%

INDICATOR 12: In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Math as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

Enterprise's percentage of progress: TBD

ELA Overview

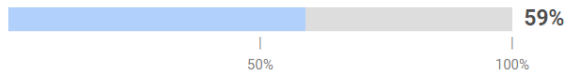
As discussed in detail throughout this Report, Enterprise developed and submitted a School Improvement Plan ("SIP") to the BPS Board in June 2022. The SIP is aligned to the NYSED Charter School Performance Framework and includes specific programmatic adjustments that

² This represents 84% of the students in this cohort. The balance of students have not yet completed the winter assessment.

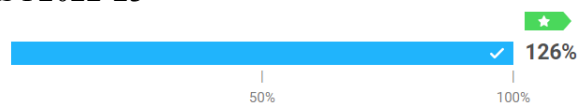
were designed to improve the quality of English language arts curriculum and instruction. The school's emphasis on effectively implementing an English Language Arts curriculum aligned to NYSED's Next Generation Learning Standards led to student achievement growth.

The median Annual Typical Growth for all students in English Language Arts K-8 was 126% for the 2022-2023 school year, a significant improvement over the median annual Typical Growth achieved during the 2021-2022 school year (59%). The graphic below shows this improved performance over time:

SY 2021-22



SY 2022-23



Ongoing site visits and interviews with school leadership team members indicate Enterprise took a variety of actions to achieve this growth in results, including:

- Providing targeted professional learning opportunities for teachers regarding how to effectively implement the new ELA curriculum, which is aligned to New York's Next Generation Learning Standards
- Adjusting the master schedule to prioritize daily extended and uninterrupted instructional blocks of English Language Arts for all students
- Ensuring instructional learning blocks included both whole group and small group instruction, centers for differentiation, time for read-alouds and independent reading, and consistent exposure to a variety of genres
- Utilizing summative and formative assessments to adjust and differentiate instruction
- Implementing Haggerty and Zaner-Blosser to ensure students received access to a comprehensive and developmentally appropriate English Language Arts curriculum
- Progress monitoring the development of critical English Language Arts skills based on the developmental needs of students, including, measures of phonological awareness, discrete phonics skills, memorization of high frequency sight words, vocabulary development, comprehension of literature, and comprehension of informational text
- Providing students with access to structured intervention programs, including programs that were supported by the use of technology
- Engaging students in individual goal setting
- Providing teachers with a variety of content-specific instructional supports, including access to regular, personalized instructional coaching, content specific development opportunities, and supportive grade level team meetings to ensure effective implementation of the school's curriculum
- Providing common planning time for teachers to adjust pacing when necessary and to plan for differentiation, including by co-planning with special education teachers and English as a New Language teacher
- Updating the School's lesson planning expectations for teachers and implementing new systems to monitor the quality of plans produced

Math Overview

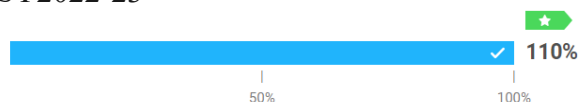
The SIP also included specific programmatic adjustments designed to improve the quality of mathematics curriculum and instruction. The school's emphasis on effectively implementing a mathematics curriculum aligned to NYSED's Next Generation Learning Standards also led to growth in academic achievement over time.

The median Annual Typical Growth for all students in English Language Arts K-8 was 110% for the 2022-2023 school year, a significant improvement over the median annual Typical Growth achieved during the 2021-2022 school year (71%). The graphic below shows this improved performance over time:

SY 2021-22



SY 2022-23



Ongoing site visits and interviews with school leadership team members indicated Enterprise took a variety of actions to achieve this growth in results, including:

- Providing targeted professional learning opportunities for teachers regarding how to effectively implement the new mathematics curriculum, which is aligned to New York's Next Generation Learning Standards
- Adjusting the master schedule to prioritize daily extended and uninterrupted instructional blocks of mathematics for all students
- Ensuring instructional learning blocks included both whole group lessons aligned to grade level standards as well as additional time to support spiraled review of previously learned standards and differentiated instruction, including small group lessons to remediate a target skill
- Utilizing summative and formative assessments to adjust and differentiate instruction to adjust in "real-time" particularly in priority skill areas
- Progress monitoring the development of critical mathematical skills based on the developmental needs of students, including, the ability to write numbers and count in Kindergarten or fluency with integer operations in middle school
- Providing students with access to structured intervention programs, including programs that were supported by the use of technology, including the I-Ready MyPath
- Engaging students in individual goal setting
- Providing teachers with a variety of content-specific instructional supports, including access to regular, personalized instructional coaching, content specific development opportunities, and supportive grade level team meetings to ensure effective implementation of the school's curriculum
- Providing common planning time for teachers to adjust pacing when necessary and to plan for differentiation, including by co-planning with special education teachers and English as a New Language teachers

- Updating the School’s lesson planning expectations for teachers and implementing new systems to monitor the quality of plans produced

Due to the significant improvement in growth over the last year, the BPS Advisor believes Enterprise has laid the foundation necessary to increase the number of students achieving grade level proficiency during the next charter term as measured by the state assessments.

New York State Assessment Performance:

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
1. School, District & State Level Aggregates**

All Students	ELA					Math				
	Enterprise CS	Buffalo Public Schools	Variance to Buffalo Public Schools	NYS	Variance to NYS	Enterprise CS	Buffalo Public Schools	Variance to Buffalo Public Schools	NYS	Variance to NYS
2018-2019	18%	25%	-7	45%	-27	13%	21%	-8	47%	-34
2021-2022	14%	24%	-10	47%	-33	2%	15%	-13	39%	-37
2022-2023	12%	27%	-15	48%	-36	6%	21%	-15	50%	-44

Note: Data in Table 1 represents tested students in grades 3-8 at the ECS, the Buffalo Public Schools and the state average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school’s performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

ECS continues to fall below the district of location and State averages for both ELA and Math for all students. Student performance for the subgroup populations, students with disabilities and Economically Disadvantaged, is also generally below district outcomes for school years 2018-2019, 2021-2022, and 2022-2023. ECS outperformed the district of location for the English Language Learners subgroup in ELA for the years 2021-2022 and 2022-2023. However, ECS performed slightly lower than the district of location for the English language Learners subgroup in math. In ELA, ECS proficiency levels have decreased in each of the 3 years represented in the chart. In math, ECS proficiency levels have leveled out after a dramatic drop from 18-19 to 21-22. ECS’s variance to both the district of location and NYS has continued to increase over this period.

Prior to the pandemic, Enterprise’s performance on state assessments was comparable to many other local public schools, especially those with similar enrollment percentages of economically disadvantaged students. Enterprise reported that the 2021 proposed non-renewal of Enterprise’s charter led to significant destabilizations, including the loss of almost 20% of its student population and large numbers of teachers between the end of the last charter term and beginning of the new charter term.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Source: NYSED Charter School Office

Subject	School Year	<i>Students with Disabilities (Variance to the district of location)</i>	<i>ELL/MLL (Variance to the district of location)</i>	<i>Economically Disadvantaged (Variance to the district of location)</i>
EL	2018-2019	7% (-2)	2% (-3)	17% (-3)
	2021-2022	3% (-26)	12% (+5)	14% (-5)
	2022-2023	12% (-20)	12% (+6)	11% (-10)
Mathematic	2018-2019	7% (-1)	0% (-3)	13% (-3)
	2021-2022	3% (-22)	2% (-2)	2% (-8)
	2022-2023	5% (-20)	5% (-1)	5% (-12)

According to the 2022-2023 school year ESSA accountability designations, ECS is Comprehensive Support and Improvement.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

FINDING: Meets

INDICATORS:

1. Curriculum:
 - a. The school has a documented curriculum that is aligned to current New York State learning standards.
 - b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.

- c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
- d. The curriculum is systematically reviewed and revised.

2. Instruction:

- a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
- b. Instructional delivery fosters engagement with all students.
- c. The school differentiates instruction to ensure equity and access for all students.
- d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.

3. Assessment and Program Evaluation:

- a. The school uses a system of formative, diagnostic, and summative assessments.
- b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
- c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
- d. The school uses multiple measures to assess student progress toward State learning standards.

4. Supports for Diverse Learners:

- a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.
- b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
- c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

EVIDENCE FOR BENCHMARK 2:

During the current charter term, Enterprise has dramatically improved the quality of curriculum and instruction. At the start of the most recent charter term, BPS was required to create a school improvement plan (“SIP”). Enterprise engaged a school turnaround specialist to facilitate the development and implementation of the SIP, which was submitted to and reviewed by the BPS Board in June 2022. Additionally, the BPS Board engaged an Advisor who was charged with monitoring the Enterprise’s implementation of the SIP and reporting her findings to the BPS Board at regular intervals throughout the charter term. The specialist ensured BPS’s Advisor had full access to data, classrooms, and qualitative information as requested. In this way, the BPS Board was able to gain a deep understanding of the quality of school improvement work underway at Enterprise.

The SIP emphasizes the implementation of evidence-based teaching and learning practices as well as the creation of high-quality structures and systems to promote an inclusive school climate that provides equitable outcomes for all students. Currently one and one-half years into implementing the SIP, there is evidence of student academic growth, higher quality teaching, more rigorous and coherent curricula, and new systems for ongoing assessment of student performance to inform instruction.

As discussed in Benchmark 1, because of the COVID-19 pandemic, during the charter term, the ability to make meaningful use of State assessment data became constrained. Consequently, like NYSED did for the charters schools it authorizes, BPS developed a local accountability plan for Enterprise, and utilized alternative assessment metrics for the current charter term. Specifically,

BPS used i-Ready metrics in lieu of the State assessment metrics.³ The BPS Advisor closely monitored Enterprise’s i-Ready data from fall 2022 to present, and BPS’s Office of Shared Accountability reviewed and analyzed the efficacy of the data to ensure the i-Ready assessments were administered with fidelity. Enterprise exceeded the academic progress and student growth metrics BPS established for the current charter term.

Notable improvements during this charter term include:

- Creating an Instructional Leadership Team (“ILT”) responsible for ensuring Enterprise adopts, implements and continuously monitors rigorous and standards-aligned curriculum and instruction. The ILT provides direct support to teachers, support staff and students, including students with disabilities and English language learners.
- Updating the master schedule to focus on including extended and uninterrupted instructional blocks and adding additional time for English language arts and mathematics across all grades K-8.
- Developing an annual professional learning calendar that supports the implementation of rigorous and coherent curricula that is aligned to New York state standards. For example, the School now provides significant ongoing professional learning opportunities for teachers by offering teachers content specific professional development, grade level meetings to ensure strong and consistent curriculum implementation, job embedded coaching, and common planning time to support teachers to ensure horizontal and vertical curriculum alignment and to make appropriate modifications to serve all students, including students with disabilities and English language learners.
- Designing and implementing a rigorous and coherent assessment system that utilizes formative and summative assessments across all grade levels and including new structures for examining the data produced to monitor student progress and provide appropriate follow up support.

INDICATOR 1: CURRICULUM:

- a. The school has a documented curriculum that is aligned to current New York State learning standards.**

During this charter term, Enterprise adopted and has documented new curricula for all grade levels aligned to the New York State Next Generation Learning Standards. During spring 2022, as part of developing the SIP, Enterprise conducted a comprehensive curriculum audit to review the quality of its existing curricula. Based on the audit, the ILT took additional steps to ensure the school was implementing a rigorous, coherent and externally validated curricula at all grade levels.

³ For the new charter term, BPS intends to transition back to evaluating Enterprise using state assessment data. Based on the progress it has made over the last two years, BPS anticipates Enterprise’s state assessment data will significantly improve over the course of the next charter term, and if it does not, it intends to hold Enterprise accountable. BPS’ Office of Shared Accountability will continue to monitor Enterprise’s progress in this regard very closely.

Enterprise prioritized providing students with a strong foundation in early literacy and numeracy by adopting new high-quality, externally validated curricula in reading and math as follows:

- i-Ready Classroom Math for mathematics in Kindergarten through Grade 8
- Magnetic Reading Foundations in Kindergarten through Grade 2
- Magnetic Reading in Grade 3 through Grade 5
- NYS ELA Modules for Grade 6 through Grade 8
- Heggerty Phonemic Awareness for Kindergarten through Grade 2
- Zaner Bloser Handwriting for Kindergarten through Grade 2

Literacy

Magnetic Reading Foundations (K-2) and Magnetic Reading (3-5) are comprehensive curricula aligned to the science of reading that support students in building essential foundational literacy skills and rich layers of knowledge. Heggerty Phonemic Awareness and Zaner Bloser Handwriting help support students in K-2 to build a strong foundation in phonemic awareness and fine motor skills. Both curricula are intended to inspire teachers and students to build foundational skills, explore relatable topics, experience diverse complex texts, spark ideas and questions, allow access to grade level content for all students, and foster deeper thinking. For Grades 6 through 8, the NYS ELA Modules promote deep learning through the use of rigorous and diverse texts as well as a focus on key reading, writing, speaking, and listening skills. In addition, Enterprise also encourages and supports teachers to supplement these modules with additional texts that represent the diverse cultures of their students to promote culturally responsive instruction in alignment with New York State's framework for Culturally Responsive-Sustaining Education. Classroom observations during the charter term have demonstrated teachers now consistently implement the standardized literacy curricula at all grade levels – a significant improvement from prior years.

Mathematics

I-Ready Classroom Math is a comprehensive, student-centered curriculum that builds number sense, encourages hands-on learning opportunities, provides teachers with protocols for engagement and cultural connections, offers suggestions for ongoing differentiation and includes inspiring STEM-focused graphic stories. In addition, this curriculum was strategically selected based on its alignment to New York's Next Generation Learning Standards. Similar to literacy, classroom observations during the charter term have demonstrated teachers now consistently implement the standardized math curriculum at all grade levels – a significant improvement from prior years.

Social Studies

Enterprise currently implements a teacher-developed social studies curriculum that is aligned to the New York State Social Studies Framework. Enterprise designed the curriculum to connect to the topics and units in the literacy curriculum to support students to build critical background knowledge and improve their literacy skills. As a result, critical literacy skills are reinforced through social studies lessons. In addition, Enterprise prioritizes research-based content area strategies that improve literacy attainment, including close reading, text annotation, making evidence-based claims and developing strong arguments. Enterprise has begun and needs to continue to develop units of studies that support student understanding of the concepts of social

justice and equity. In the next charter term, Enterprise plans to refine its curriculum by including texts that help to illuminate the experience of diverse groups and reflect the cultures and experiences of its students.

Science

Enterprise currently implements a teacher-developed science curriculum that is aligned to the New York State P-12 Science Learning Standards. The science curriculum reflects the importance of every student's engagement with natural scientific phenomena at the nexus of three dimensions of learning: science and engineering practices, disciplinary core ideas, and crosscutting concepts. Across all grade levels, the scientific method is the formal framework implemented for all of the scientific investigations. Grades 5 through 8 also integrate resources from the Nitty Gritty science curriculum into the daily lessons, lab sessions, science tasks and demos.

Advanced Courses

Currently, Enterprise does not offer Regents courses for its middle school-aged students. However, Enterprise plans to offer at least one accelerated high school class next year that prepares students to take a New York state regents exam, such as Algebra 1 or Earth and Space Sciences.

- b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.**

Enterprise's ILT includes two curriculum directors, a Director of ELA and Social Studies Curriculum and a Director of Math and Science Curriculum, who are responsible for curriculum alignment. During this charter term, Enterprise has taken steps to ensure its curriculum is horizontally aligned across each grade level and vertically between grades. Teachers now implement the standard curriculum materials previously described and instructional coaches monitor their lesson execution to ensure that the curricula are implemented horizontally and vertically with fidelity. The School's decision to implement high-quality, standardized curricula in reading and math also addressed the critical need of ensuring its curriculum had strong vertical alignment to set up students for future success.

In addition, Enterprise teachers participate in weekly grade level team meetings led by the ILT's Curriculum Directors who provide teachers with opportunities to collaborate by discussing upcoming lessons and sharing best practices. These meetings enable the Directors of Curriculum to ensure ongoing alignment of the curriculum both horizontally and vertically. Finally, teachers' schedules include significant amounts of time outside of grade level meetings dedicated to enable teachers to collaboratively plan with other teachers to ensure the curricula is implemented consistently across each grade level.

- c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills, and concepts, including students with disabilities, English language learner/multi-lingual learners, economically disadvantaged students, and other subgroups.**

During this charter term, Enterprise implemented new systems and structures to ensure all students are able to master grade-level skills and concepts, including students with disabilities, multilingual learners, and economically disadvantaged students. Enterprise adopted high-quality curricular materials in literacy and mathematics that support teachers in differentiating instruction. The

curriculum resources provide ongoing suggestions for how lessons can be differentiated to best meet the needs of all subgroups of learners. Enterprise also adopted new instructional planning expectations that require all teachers to strategically plan for differentiation as a part of their weekly lesson planning responsibilities. Coaches provide weekly feedback on their plans to teachers for differentiation through email.

Enterprise implemented the *My Path* component of the I-Ready program whereby students take a diagnostic assessment and then receive differentiated content via assignments in literacy and math tailored to their unique needs. The School schedule also has significant time dedicated to ensuring students at all grade levels are able to complete these differentiated assignments.

Also this charter term, Enterprise implemented a school schedule that provides time each day for students to receive skills-based small group instruction in both reading and math, and targets students who are at-risk and qualify for Tier 2 or Tier 3 interventions and support. Supports for Tier 2 and Tier 3 are matched to the student based on need and gaps in skills and strategies. Differentiation is discussed and planned for during grade level team meetings, data dive meetings during BPS Superintendent conference days, and summer professional development.

During the current charter term, Enterprise adopted systems and structures to provide higher quality specialized programs and services to students with disabilities and English language learners. The School realigned its staffing model to include a Dean of Special Education, two special education teachers, and two dedicated ENL teachers. Weekly grade level team meetings also provide the Dean of Special Education with an opportunity to ensure that teachers have the support necessary to differentiate instruction to support students with disabilities and English language learners. As a result, Enterprise has improved the quality of specially designed instruction and ELL services. These staff also support general education classroom teachers both in and out of the classroom to ensure Tier 1 instruction is appropriately differentiated to meet the needs of all students.

d. The curriculum is systematically reviewed and revised.

Enterprise monitors the quality and rigor of curricula on an ongoing basis. During this charter term as part of the SIP, Enterprise created the two new curriculum director positions (Director of Literacy and Social Studies and Director of Math and Science) to ensure that the school adopted and systematically reviewed new high-quality curricula.

During the current charter term, Enterprise systematically reviewed its ELA and math curricula, and created a plan and timeline for the review of existing curricula in science and social studies to determine adjustments necessary for the 2024-2025 school year. The plan includes using a committee of staff members and instructional experts to analyze the School's existing curriculum materials, staff perceptions of how they are contributing to student achievement, and to consider alternative curriculum options that are externally validated and have a history of supporting high levels of achievement in other New York schools. It also includes a protocol for seeking input from students and families to ensure that the curriculum selected is both academically rigorous and culturally relevant to the school community.

INDICATOR 2: INSTRUCTION

a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices aligned to this understanding.

During this charter term, Enterprise has made progress in building staff's collective understanding of high-quality instruction that supports all learners. The Curriculum Directors are responsible for meeting this goal and currently support teachers in various ways to develop a deeper understanding of high-quality instructional practices. These include, but are not limited to:

- Embedded coaching cycles for all teachers, including coaching tailored to target specific gaps
- Regular grade level team meetings to discuss instructional practices across all classrooms
- Utilizing state assessment questions to level-set on expectations for rigor in the classrooms

As a result, classroom observations indicate evidence of the following instructional practices for literacy across grade levels:

- Systematic instruction in phonics (such as specific decoding skills)
- Print-rich environments in classrooms
- Sustained independent reading
- Shared reading/read aloud
- Buddy reading
- Choral reading
- Interactive reading
- Accountable independent reading
- Turn and talks
- Summarizing
- Direct modeling of specific literacy skills
- Inquiry-based research projects
- Individual writing conferences
- Small group intervention to support students to mastery a specific skills

Some of the instructional mathematical practices observed during site visits include:

- Spiraled review of previously learned mathematics contexts
- Explore tasks designed to promote student inquiry
- Turn and talks
- Encouraging students to use a variety of strategies and increase their sophistication over time, including the use of concrete, representational and abstract strategies
- Small group intervention to support students to mastery of specific skills

Professional development during the current charter has included sessions designed to progressively build a shared vision of high-quality teaching and learning. This school year, Enterprise has held weekly sessions to introduce the taxonomy of effective instructional strategies codified in the book *Get Better Faster* by Paul Bambrick and used at the Relay Graduate School of Education. Finally, Enterprise incorporates these expectations into its year-end teacher evaluations.

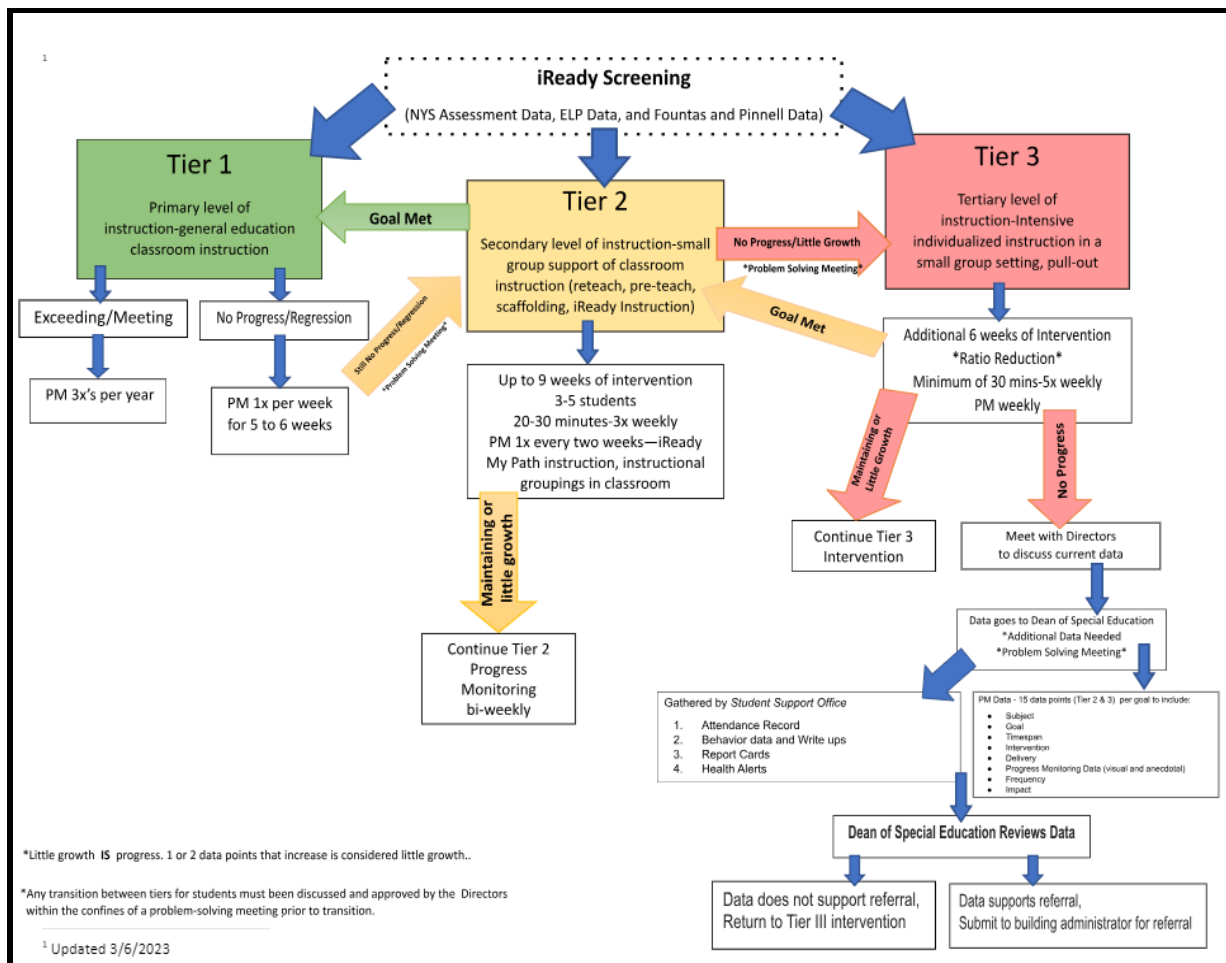
b. Instructional delivery fosters engagement with all students.

Recent classroom observations have shown improvement in student engagement. The administration has put several systems in place that have contributed to increasing classroom

engagement across the school. For example, all classrooms now implement consistent Positive Behavior Intervention and Supports systems (PBIS) that rewards students for strong engagement in class. As a result, the level of engagement observed recently was higher than earlier this year. In addition, teachers indicated the School now had specific recommended strategies for engagement and differentiation listed on the lesson planning template completed by teachers each week. As a result, teachers receive an ongoing reminder of potential strategies that they can consider when deciding how to ensure strong engagement in their classroom. Teachers also utilize common planning time to collaborate with other relevant teachers, including, for example, their grade level team, a special education teacher, and a teacher who supports English language learners. As a result, teachers are able to collaborate each week on how to best engage all populations of students within their classrooms. In addition, the Curriculum Directors ensure teachers are planning specific engagement strategies when completing their lesson planning templates and provide related feedback. The Directors also provide feedback on classroom engagement strategies during instructional coaching sessions.

c. The school differentiates instruction to ensure equity and access for all students.

During the current charter term, Enterprise has made progress in strengthening its approach to providing differentiated instruction to all students. For example, Enterprise uses the “screener” function in i-Ready which provides staff with student specific data to guide differentiation needs. Enterprise created the following graph to explain how uses the results of the screener to provide different levels of intervention for differentiation.



Enterprise has also adopted a master daily schedule that includes time for small group instruction in reading and mathematics each day, along with small group instructional support for students with disabilities and English language learners. Teachers are required to plan out how they will provide appropriately differentiated instruction during their Tier 1 instruction as well as their plans for how they will differentiate instruction during their small group time with students.

d. The school provides staff with professional development opportunities that promote best practices and improve all student's success, including subgroups.

Enterprise has strengthened the quality of its professional development program during the charter term. The SIP required Enterprise to create a plan for professional learning. The professional learning plan prioritized ensuring all staff would receive ongoing training in the research-based instructional strategies required by the team's newly adopted reading and math curricula. Enterprise has also leveraged the following structures for all staff development:

- Enterprise *All Staff Summer Professional Development Week*
- Weekly grade level team meetings
- Weekly staff meetings
- Real-time feedback in the classrooms through embedded coaching cycles
- The teaching of model lessons for staff
- The start of a peer mentoring program
- Professional development focused on creating routines and procedures that support culturally affirming classrooms and fostering student engagement

Curriculum directors work with teachers to establish an annual scope and sequence for each grade level and content area and review teacher lesson plans on an ongoing basis to ensure the curricula are being implemented with fidelity. In addition, the directors are able to address any challenges in curriculum implementation that arise at the School's weekly grade level team meetings. As a result, the directors are able to support teachers to make any strategic adjustments necessary on an ongoing basis to support their students to master the knowledge and skills of the School's curricula.

Enterprise has also made additional efforts to provide more robust training to staff members to ensure it is providing appropriate services for all subgroups of students, including students with disabilities and English language learners. During this charter term, the School added a Dean of Special Education who has been able to provide ongoing professional development to the staff regarding how to best support all subgroups of students. The Dean provides weekly coaching and ongoing professional development to each of the school's special education teachers and ENL teachers. She has also provided professional development focused on ensuring special education compliance, promoting strong differentiation, and providing students with appropriate scaffolding to access rigorous instruction.

INDICATOR 3: ASSESSMENT AND PROGRAM EVALUATION

a. The school uses a system of formative, diagnostic and summative assessments.

During this charter term, Enterprise developed a coherent assessment system that provides useful and meaningful data to identify the strengths and needs of each student, inform instruction, and evaluate whether students are making progress towards meeting grade level standards. Early in the charter term, the BPS Advisor worked closely with the ILT to analyze the results of the I-

Ready assessments and to ensure Enterprise uses those results to guide the School's continuous improvement efforts (e.g., creating Response to Intervention plans). This collaboration helped lay the groundwork for using data as a tool to help the School progressively refine its academic program to support students to make progress towards mastery of grade level standards.

The ILT also analyzes i-Ready diagnostic data three times per year to determine the progress students are making towards achieving proficiency on New York state assessments in English language arts and mathematics and to adjust how students receive differentiated support (e.g., by scheduling students for additional small group support when necessary).

Enterprise also administers a variety of summative assessments, including summative assessments from the i-Ready Reading and math curricula, New York State English language arts module assessments, and i-Ready Standards Mastery Assessments. The School has also developed social studies and science unit assessments as summative measures for each unit of instruction.

During observations, the BPS Advisor observed the team using multiple forms of formative assessment data to help teachers make adjustments to their teaching including:

- Exit tickets
- Quick writes
- Low stakes quizzes and polls
- Quick checks for understanding such as think pair and share, sketching to represent knowledge, and writing a letter to a friend
- Student conferencing and interviews
- Turn and talks

b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.

With support from ILT, the School's teachers are using data to inform instruction. In particular, the School has started to use i-Ready data on an ongoing basis to adjust instruction, including incorporating their data findings into their lesson plans to provide students with appropriate small group instruction based on their specific needs. Teachers also participate in meetings with instructional leaders to discuss their i-Ready results, and receive support to appropriately differentiate their instruction to accelerate student learning. Over the charter term, the i-Ready assessment data has shown consistent improvements. As BPS transitions back to using the state assessment data, we anticipate those improvements will continue.

Enterprise uses the grade level team meeting structure to enable teachers to work with instructional leaders to review quantitative data on an ongoing basis to determine how best to adjust instruction. Staff review a range of data points at these meetings, including the results from:

- Exit tickets
- Weekly quizzes/assessments
- i-Ready *MyPath* Personalized Instruction pass rate
- Unit assessments
- Standards mastery assessments
- Fluency data

Enterprise staff members also use a variety of other quantitative and qualitative data points to adjust and differentiate instruction such as:

- Mastery of the items on the spiraled review of math problems
- Constructed written responses in response to text
- Constructed math responses in response to problem solving
- Student responses during classroom discussion (for example, student responses to math explore problems or responses to text-based questions in English Language Arts class)
- Teacher observations of skill mastery (for example, correctly writing letters, numbers and words; demonstrating one to one correspondence, fluency reading)

c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.

During this charter term, Enterprise developed capacity to analyze the quality and effectiveness of its academic programs. Notably, the ILT worked with the BPS Advisor to identify the root causes of the School's previous low levels of performance on New York State assessments. Their shared analysis indicated Enterprise needed to adopt high-quality, externally validated curriculum in reading and mathematics. As a result, the School adopted the Magnetic Reading curriculum and the i-Ready Mathematics curriculum. Enterprise's SIP also included an administrative reorganization to include two positions to ensure the School builds capacity to ensure strong curriculum implementation (a Director of Literacy and Social Studies as well as a Director of Math and Science), including the continuous effective use of qualitative and quantitative data. These Directors also evaluate the quality and effectiveness of the academic program on an ongoing basis. In particular, the Directors analyze quantitative student performance across a variety of measures, including i-Ready growth and absolute performance on the state test, to determine if each curriculum area is meeting the needs of students; and administer staff surveys to gather data on teachers' perceptions of the effectiveness of the available curriculum and supports to determine whether larger adjustments need to be made.

The Dean of Special Education analyzes school performance by subgroup to determine the extent to which the academic program is supporting the needs of subgroups of students, including economically disadvantaged students, students with disabilities and English language learners. Like the Curriculum Directors, the Dean of Special Education conducts weekly check-ins with special education and ENL teachers.

d. The school uses multiple measures to assess student progress towards state learning standards.

During this charter term, Enterprise formalized its approach to using multiple measures to assess student progress towards state learning standards. The SIP focuses on ensuring Enterprise uses data on an ongoing basis to improve student progress towards state learning standards. During the charter term, all students took i-Ready Diagnostic assessments that provided the School with comprehensive data on the performance of each student, including the extent to which each student has mastered grade level learning standards. Teachers use a wide variety of other measures to assess student progress, including performance on daily exit tickets, unit assessments and other formative classroom assessments (such as spiral review assignments in mathematics).

INDICATOR 4: SUPPORTS FOR DIVERSE LEARNERS

- a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.**

Enterprise appears to be in compliance with New York’s special education and ELL identification requirements. The Dean of Special Education is responsible for ensuring all students with disabilities and ELLS are appropriately referred and identified. The Dean has built strong partnerships with her peers in relevant BPS departments and, as a result, has gained a deep understanding of relevant compliance requirements. She is also involved in new student onboarding to ensure Enterprise receives appropriate paperwork from previous schools. In addition, the Dean of Special Education oversees Enterprise’s MTSS/RTI system, including the ongoing processes necessary to identify any students that may need additional support, including students with disabilities and ELLs/Multilingual learners.

- b. The school provides supports to meet the academic needs for all students, including but not limited to SWDs, ELLS and ED students.**

Enterprise continues to improve its academic program in ways that provide support for all students, including students who are economically disadvantaged, students with disabilities, and ELLs. During this charter term, the School updated its staffing model to ensure all students receive the additional support they need. As noted above, the School now has a Dean of Special Education, a Director of Literacy and Social Studies, and a Director of Math and Science, special education teachers, ELL teachers, and teaching assistants. Collectively, these positions enable Enterprise to provide a focus on effectively implementing curriculum and ensuring that staff can provide differentiated support to ensure that each student can make academic progress each year.

In addition, Enterprise has updated its school schedule to ensure all students can receive targeted supports. The School now implements extended instructional blocks in literacy and mathematics. These extended blocks help ensure all students are able to receive instruction in a high-quality curriculum that ensures students can make progress towards mastering grade level standards and include time for students to receive small group support each day in reading and mathematics. Specific staff members are also dedicated to ensuring that special populations of students receive ongoing supports during these differentiated times (including students with disabilities and English language learners). As a result, the school is able to provide additional supports to its special populations of students each day in both reading and mathematics.

- c. The school has systems to monitor the progress of individual students to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.**

During this charter term, Enterprise has developed new collaborative systems and structures to ensure ongoing communication between interventionists and classroom teachers regarding the needs of individual students. These include: (1) weekly grade level meetings; (2) common planning time; and (3) requirements that teachers collaborate and share lesson plans with special education and ELL teachers several days in advance of delivery so that those teachers have time to plan to provide the strategic supports necessary to ensure students can succeed.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members

and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

FINDING: MEETS

INDICATORS:

1. Measures of Culture, Climate, and Student Engagement:
 - a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location.
 - b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location.
 - c. The school has a process in place to measure and evaluate school climate and culture.
 2. Behavior Management and Safety:
 - a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
 - b. The school uses a tiered approach to behavioral interventions that support student social- emotional development.
 - c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.
 - d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
 - e. Classroom environments are conducive to learning and generally free from disruption.
 3. Family Engagement and Communication:
 - a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
 - b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.
 - c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. The school has a systematic and transparent process for responding to family or community concerns.
 - d. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. The school shares its New York State exam participation rate compared to the district of location.
 4. Social-Emotional and Mental Health Supports:
 - a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
 - b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
 - c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
 - d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
 - e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.
-

EVIDENCE FOR BENCHMARK 3:

INDICATOR 1: Measures of Culture, Climate, and Student Engagement

- a. **The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location.**

Enterprise has attendance processes and procedures in place and has a lower chronic absenteeism than the district of location. Enterprise’s attendance processes include:

- Families of absent students receive automatic texts and calls each day
- The main office calls families of students absent for two or more consecutive days
- A formal letter requesting a meeting with the family is sent home if a student accumulates five total absences
- A formal letter requesting a meeting with the family is again sent home if a student accumulates seven total absences
- Enterprise creates formal support plans for students who continue to accumulate additional absences, including assigning a member of the school culture team to work directly with the family to address barriers preventing the child from regularly attending school

CHRONIC ABSENTEEISM DATA	SY2021-22	SY2022-23
Enterprise Charter School	ALL: 53.5% ED: 56.2% SWD: 47.5% ELL: ----	ALL: 54.3% ED: 55.5% SWD: 50% ELL: 66.7%
Buffalo Public Schools	ALL: 70.2% ED: 74% SWD: 77.6% ELL: 64.4%	ALL: 59.3% ED: 63.4% SWD: 66.6% ELL: 55.4%

- b. **The school has processes and procedures in place to address out-of-school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location.**

Enterprise has suspension processes and procedures in place and it maintains a lower suspension rate than the district of location. Enterprise’s student engagement and suspension processes include:

- Allocating dedicated times throughout the school year for direct instruction in school-wide expectations for all students
- Reviewing expectations with new students at orientations
- Implementing schoolwide positive behavior intervention systems (“PBIS”)
- Limiting the use of suspensions (e.g., reserving suspension for violent incidents)
- Expediting students’ return to school following suspension and developing re-entry plans with families

- Prioritizing student access to ongoing counseling services, including both individual and group counseling
- Providing instruction designed to help build positive social emotional skills (e.g., school-wide morning meeting)
- Targeted intervention groups for students (e.g., an anger management group)
- Consulting with the Dean of Special Education prior to suspending students with disabilities
- Providing teachers with professional development related to building and maintaining positive relationships with students and families
- Implementing culturally responsive teaching practices, and de-escalation strategies
- Using “calm down spaces” in all Kindergarten through Grade 4 classroom
- Analyzing student discipline data on a weekly basis and providing students with supports and targeted teacher training as needed
- Holding weekly house meetings for Kindergarten through Grade 4 and Grades 5 through 8 that bring teachers together to discuss ways to strengthen classroom culture
- Reporting suspension data at monthly Board meetings
- Making the Code of Conduct accessible to families in the Student and Family Handbook and online

OUT OF SCHOOL SUSPENSION DATA	SY2021-22	SY2022-23
Enterprise Charter School	7%	14%
Buffalo Public Schools	16%	15%

c. The school has a process in place to measure and evaluate school climate and culture.

During this charter term, Enterprise has taken the following actions to measure and evaluate the school’s climate and culture:

- An annual parent survey was sent to all families to gather feedback on the quality of the School’s program
- A student survey given to all students to gather their feedback on the quality of the School’s program
- A leadership survey was given to all staff members to collect feedback on the quality of leadership exercised by the School’s leaders
- A TNTP Instructional Culture Insight Survey was given to every teacher to collect feedback on instructional leadership practices

Enterprise analyzed data from these surveys to determine strategic ways to improve the school. The most recent survey was administered in December 2023.

Enterprise also uses a staff committee structure to engage a wide range of staff members in building the action plans necessary to respond to the data collected. Most recently for example, a staff culture and climate committee met throughout December 2023 to determine specific adjustments to make to the schools’ culture protocols prior to rolling them out to students in January 2024.

INDICATOR 2: Behavior Management and Safety

- a. The school has a clear approach to behavioral management including a written discipline policy that is applicable to all students.**

Enterprise has a Code of Conduct that applies to all students, as well as adults/visitors. At its January 2024 meeting, the Board discussed revisions to the Code recommended by the new CEO. The revised Code of Conduct is currently under review by Enterprise's legal counsel.

Enterprise also accesses the following resources to implement its approach to behavior management:

- Comprehensive developmentally appropriate BPIS systems
- Outlining the specific roles and responsibilities of each of the members of the School culture team, including the Principal, Assistant Principal, and Deans
- Defining what behaviors can cause a student to be removed from a classroom to receive additional support from the Dean of Students or Assistant Principal
- Defining protocols for how culture team members should implement specific parts of the school's culture model (e.g., the manner in which Deans speak with students about classroom incidents when students are removed from class)
- Defining the school's expectations for different parts of the school day (e.g., the school's expectations for morning arrival and dismissal)

- b. The school uses a tiered approach to behavior interventions that support student social emotional development.**

Enterprise implements the following approach to behavior interventions in three tiers.

Tier 1: Standard PBIS systems for each grade band (Grades K through 4 and 5 through 8); direct explicit instruction in the School's behavior expectations from its leaders at the start of the school year and throughout the year (e.g., following a school break); a dedicated morning meeting block in all classrooms where students receive social emotional instruction.

Tier 2: Small group interventions for students who need additional support, including small groups that receive direct instruction in targeted social emotional skills (e.g., anger management skills; building organizational skills); and restorative circles to help students build more positive relationships with each other.

Tier 3: Throughout the charter term, the School has also implemented additional strategies to provide support to individual students that need the most significant supports (e.g., one on one counseling, one on one mentoring, and daily behavior intervention plans).

Enterprise also uses *Suite 360* to provide individualized lessons to students on a variety of topics to help with student social emotional development, including differentiated, computer-based lessons (e.g., bullying; effective communication; responsible decision-making). *Suite 360* is aligned with the CASEL framework and is sequenced so students receive developmentally appropriate support. Finally, Enterprise analyzes data to differentiate social emotional supports. Enterprise uses *Educators Handbook* to track student discipline.

- c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.**

The BPS Advisor conducted multiple site visits throughout the charter term and finds the school provides a safe environment for all members of the school community. Enterprise uses security measures for visitor and parent entry. The School remains locked throughout the school day, and visitors must be granted access at two successive entrances before gaining entry into the building. The School's Operations Manager provides all staff members with initial training on the building-level emergency response plan at the start of each school year and facilitates fire and safety drills throughout the school year.

d. The school has systems in place to ensure that the environment is free from bullying, harassment and discrimination in accordance with the Dignity for All Students Act.

Enterprise has established systems to ensure that the school environment is free from bullying, harassment and discrimination, including:

- Enterprise has a Board of Trustees-approved DASA policy, incident reporting form, and name and contact information of the DASA Coordinator posted on the public notices page of the school's website
- All staff members receive training on the school's DASA policy each year during summer professional development
- All staff members receive comprehensive training on the school's PBIS system including sessions during the summer and throughout the school year
- All students participate in a 20-minute daily morning meeting utilizing a restorative practices framework
- Enterprise requests staff who leave participate in an exit interview to gather meaningful feedback on how to improve ECS
- Enterprise has also started to implement 360 surveys to collect feedback on the effectiveness of school leadership team members. Through this process, staff members are able to provide anonymous feedback on the effectiveness of school leaders. Leaders then use this feedback to identify development goals for how they will strengthen their leadership practices.

e. Classroom environments are conducive to learning and generally free from disruptions.

The majority of Enterprise's classrooms are conducive to learning. During a recent site visit, the BPS Advisor observed multiple classrooms across all grade levels and students were generally on task and engaged in their lessons. The BPS Advisor did not see evidence of student behavior disrupting the learning process for other students. Teachers also receive embedded coaching and support in classroom management.

INDICATOR 3: Family Engagement and Communication

a. The school communicates with families in their preferred language to discuss student's strengths, progress and needs and engages them as part of the school community.

Enterprise employs bilingual staff who assist with family communication. Enterprise administers the NYSITELL home language survey to identify the preferred language for each family and provides families with the appropriate supports. Communications from Enterprise are translated into families' preferred languages, and Enterprise maintains a contract for interpreter services as needed. Enterprise's website also has a translation feature. Spanish is the predominant non-

English language of Enterprise families and Enterprise employs bilingual office staff who provide translation services for parent meetings and daily parent communications.

- b. The school uses multiple methods of family engagement for all communication with parents in their preferred language, regardless of the disability status or language ability of their children.**

Enterprise uses the following communication methods:

- Enterprise uses the *Remind* platform to communicate with families, and enables teachers and office staff to send messages to groups of families
- Enterprise uses this portal to provide students and their families with real-time access to student attendance and grades
- Enterprise sends video newsletters to provide families with timely updates about the School
- Enterprise shares a student and family handbook annually
- Enterprise issues quarterly report cards for all students as well as progress reports midway through each quarter
- The PTO meets monthly and supports the school by planning large school events and fundraisers
- Enterprise’s website contains extensive information and has a translation feature
- Students in Grades K through 4 bring home daily communication and homework folders
- Class Dojo is a PBIS tool for Grades 5 through 8 that parents can directly access information about their child’s behaviors
- Enterprise holds annual parent-teacher conferences to discuss student progress
- Enterprise has hosted a variety of Family Fun Nights focused on different activities to build strong relationships between students, families and school staff

Throughout the charter term, student performances have included:

- Concerts
- Talent shows
- Poetry slams
- Hispanic Heritage night performances
- Black History Month celebration performances
- Juneteenth celebration performances
- Awards assemblies

- c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. The school has a systematic and transparent process for responding to family or community concerns.**

In addition to the above, Enterprise administers an annual survey to all families to gauge their satisfaction with the School and to identify areas of strength and opportunities for improvement. During the current charter term, survey results have led to expanded school hours, provision of before-school childcare, and expanding extra-curricular activities offerings.

Enterprise maintains a formal complaint policy available on the website and main office. Information on the complaint policy is included in new family orientation sessions. Enterprise

Board agendas include a public comment period at each meeting, and comment procedures are posted on the School's website.

- d. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. The school shares New York State exam participation rate compared to the district of location.**

Enterprise posts a link to its NYSED School Report Card on its website.

INDICATOR 4: Social-Emotional and Mental Health Supports

- a. The school has systems, programs and curriculum in place to support the social-emotional and mental health needs of students.**

Enterprise has a coherent program to support the social-emotional and mental health needs of students. Strategies include:

- The implementation of comprehensive PBIS system specific to the developmental needs of students
- Dedicated instructional time for social emotional learning
- SEL curriculum tailored to specific developmental needs
- Dedicated staff to support positive social emotional development, including an Assistant Principal, Deans of Students, an In-School Suspension Coordinator, and counselors
- A sensory room
- A mentoring program
- Small group meetings to target specific needs identified among students (e.g., successful organizational skills or anger management skills)
- Staff meetings to analyze culture data and target supports, including meetings of the child study team and the school culture team
- Partnership with outside counseling provider

- b. School leaders collect and use data to track the social-emotional needs of all students including students in subgroups.**

Enterprise tracks social emotional data electronically through *Educators Handbook*. The data is analyzed at the classroom, subgroup, and individual levels on an ongoing basis at weekly meetings. The data is used to create specific action plans for the school, including plans that are designed to support individual students or specific groups of students. Enterprise also uses *Class Dojo* for middle school-aged students and classrooms, which tracks both positive and negative behaviors.

- c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.**

Enterprise uses the data discussed above to determine social emotional programmatic impact and adjust accordingly. Data includes student attendance and persistence, annual climate and satisfaction stakeholder surveys, and removals and suspensions.

- d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.**

Throughout the charter term, staff has received the following professional development in support of students' social-emotional and mental health:

- Building culturally affirming classroom cultures and classroom management
- Multi-tiered systems of support (MTSS) structures and practices
- Effective differentiation and intervention and support for English language learners and students with disabilities
- Special education and Part 154 laws, policies, and procedures
- Dignity for All Students Act (DASA)
- Student mental health and wellness
- McKinney-Vento
- SAFE: Preventing violence in school
- Responsive classroom practices
- Restorative justice practices
- DEI (Diversity Equity and Inclusion)
- Trauma-informed practices

- e. **The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational programs. The school has a McKinney-Vento Coordinator that staff can identify.**

Enterprise's Dean of Special Education is the McKinney-Vento Coordinator and is responsible for ensuring all eligible students receive the supplemental support services required by law. The Dean and Senior Director of Operations identify eligible students, including during the initial enrollment process and when students alert the main office of any relevant changes in personal circumstances. The Dean reports she has provided training on McKinney-Vento policies each year during summer staff professional development.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

FINDING: MEETS

INDICATORS: [Derived from Annual Independent Audited Financial Statements]

1. Near-Term Indicators:
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Composite Score
2. Sustainability Indicators:
 - a. Total Margin
 - b. Debt-to-Asset Ratio
 - c. Debt Service Coverage Ratio

EVIDENCE FOR BENCHMARK 4:

Overall, Enterprise appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The BPS-BOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.⁴

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. ECS’s composite score for 2022-23 is 2.40. The table below shows the school’s composite scores from 2020-2021 to 2022-2023.

Table 3: Enterprise Charter School’s Composite Scores 2020-2021 to 2022-2023

<i>Year</i>	<i>Composite Score</i>
2020-2021	2.26
2021-2022	2.37
2022-2023	2.40

Source: NYSED Charter School Office

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with State law and generally accepted accounting practices.

FINDING: MEETS

INDICATORS:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

⁴ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

EVIDENCE FOR BENCHMARK 5:

The BPS reviewed ECS's 2022 and 2023's audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. In both 2022 and 2023, the auditor reported that despite some limitations, "during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified."

Throughout the charter term, Enterprise has operated in a fiscally sound manner and in accordance with state and federal laws and generally accepted accounting practices. Enterprise contracts with a CPA firm for financial services including:

- Chief Financial Officer services, including making consistent and regular formal presentations on budgeting and finances to the Board of Trustees and preparing financial statements
- Assisting with revenue collection, including billing each student's district of residence for appropriate state aid and federal funding, as well as filing intercepts when needed
- Bookkeeping services
- Completing and submitting required tax documentation, including forms specifically needed for non-profit organizations (e.g., 990 forms; tax exempt status forms)
- Providing relevant training to school staff regarding the Board-approved financial policies and procedures
- Assisting with annual budget development

INDICATOR 1: The school has financial professionals assigned to manage school finances.

Enterprise has maintained a services contract with a CPA firm with charter school and nonprofit expertise. The firm employs numerous financial professionals that provide direct support to the school including a full-service accounting department, including an accounts payable specialist, a grants manager, a payroll specialist and additional accounting professionals as needed to prepare day-to-day transactions. The firm also provides Enterprise staff with technical assistance upon request.

INDICATOR 2: The school has an accurate and functional accounting system that includes monthly budgets.

The CPA firm maintains Enterprise accounting system and provides the Board of Trustees and school leadership with monthly budget updates at board meetings. Enterprise utilizes QuickBooks accounting software to record day to day accounting activities, and the firm maintains and analyzes balance sheets on a monthly basis. The CPA firm also reconciles the general ledger pursuant to Enterprise's fiscal policies and procedures. Financial statements include actual to budget year-to-date information with an accompanying financial narrative that describes any significant variances between the school's current financial statements and what the team had forecasted earlier in the year during the budget development process.

INDICATOR 3: The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.

With support of the CPA firm, Enterprise’s leadership team develops an annual budget for the Board of Trustees’ consideration and approval, and the Board analyzes its expenses to budget on a monthly basis. During this charter term, the School prioritized implementing new high-quality curriculum in literacy and mathematics. As a result, Enterprise’s leaders prioritized funding for new curricular materials and to support new staffing positions designed to support its efforts to successfully implement the new curricula.

INDICATOR 4: The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.

Enterprise undertakes a comprehensive budgeting process annually prioritizing the social and academic needs of students. Due to lower enrollment than usual in the 2021-2022 school year, Enterprise has not operated with a budget surplus during this charter term, though it has appropriately modified and adopted a balanced budget each year. Enterprise also ensures it adheres to a prescribed debt ratio to satisfy the requirements of its bondholders.

INDICATOR 5: The school has and follows a written set of fiscal policies.

Enterprise maintains comprehensive fiscal policies. The Board of Trustees has demonstrated a commitment to having strong financial oversight throughout its history.

Enterprise’s current fiscal policies include clear annotations that track changes to its fiscal policies over the last decade of operation. The School’s current policies include detailed accounting policies and procedures, including document flows, authorization processes, and financial reporting. In addition, the policies include the necessary segregation of duties to ensure high-quality financial management.

INDICATOR 6: The school has complied with State and federal financial reporting requirements.

Throughout the charter term, Enterprise has submitted a budget on time each year; obtained independent audits from an independent audit firm; and filed 990 forms.

INDICATOR 7: The school has and is maintaining appropriate internal controls and procedures.

Throughout the charter term, Enterprise implemented a system of fiscal policies that include appropriate internal controls and proper segregation of duties. The systems of internal controls and procedures are detailed in the school’s board-approved fiscal policies. In addition, Enterprise shared the results of its independent audits directly with the BPS Board.

Enterprise’s audit results consistently indicate Enterprise strong internal controls and procedures and did not identify any material weaknesses or any significant deficiencies in any areas.

INDICATOR 8: The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.

Each year of the charter term, Enterprise engaged an independent public accounting firm with experience auditing charter schools. The auditors are peer reviewed every three years and have ratings of “pass” with their most recent peer review.

The annual audited financial statements were presented according to generally accepted accounting principles (“GAAP”), including a statement of financial position, statement of activities, statement of cash flows, functional expenses, and notes to financial statements.

INDICATOR 9: The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

According to Enterprise’s independent financial audits, it has a history of strong financial management. That trend continued through the current charter term. Enterprise has continued to follow GAAP with respect to financial reporting and has received a “clean opinion” (i.e., unqualified opinion) on its annual audits for more than a decade; also during that time, the school has also never received a going concern disclosure or any findings.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

FINDING: MEETS

INDICATORS:

1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
2. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
3. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
4. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
5. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
6. The board engages in ongoing professional development.
7. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
8. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

EVIDENCE FOR BENCHMARK 6:

During the charter term, Enterprise’s Board of Trustees has demonstrated competent oversight of the School. The Board meets monthly and has remained in compliance with the New York State Open Meetings Law. The Board’s meeting notices, agendas and minutes are posted and publicly available. The Board’s understanding of its governance and oversight role is evident in the

recently-approved “working agreement” between it and CEO. Specifically, the agreement delineates their different roles.

During this charter term, the Board also maintained service contracts with providers in critical areas to ensure the continued viability of the school, including outside legal counsel and an outsourced financial services provider.

INDICATOR 1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.

Enterprise’s Board of Trustees assesses itself, School’s leadership and critical service providers through annual written performance-based evaluations. Each year of the charter term, the Board has also conducted a self-evaluation. Last year’s self-assessment identified the dedication of the trustees as a strength, and the need to increase board membership as an opportunity to add trustees with expertise in education and legal matters. Through the self-assessment, the Board also determined the addition of a full-time Chief Executive Officer was needed to ensure the School leadership team has the support necessary to improve grade-level proficiency rates.

During this charter term, the Board evaluated the leadership based on annual goals proposed by the leaders and formally approved by the Board. Through detailed job descriptions and employment contracts detailing the evaluation process, each school leader receives information to clarify which goals they are responsible for achieving and how those goals align to the SIP. For example, the Principal is responsible for and evaluated relative to student performance and the Senior Director of Operations is responsible for and evaluated on student attendance. During this charter term, Enterprise also developed annual written evaluation tools for staff members. These evaluation documents ensure each staff member is evaluated annually based on the specific requirements for their position.

The Board evaluated the quality of high-leverage service providers. In particular, at its annual meeting in May of each year, the Board evaluates the quality of the School’s legal counsel and its outside financial services firm.

INDICATOR 2: The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.

Enterprise’s Board of Trustees has a diverse set of skills and experiences that meet many of the needs of the school and includes members representative of the community served. The members’ qualifications include:

- The Board Chair is Senior Vice President of Strategic Operations at a large human services agency that includes schools within its network. As a long-time Board member, he has significant experience with all aspects of board governance, including experience leading the oversight of the school’s academic programs, finances, and personnel. He is also an expert in emergency preparedness because of his prior experience with law enforcement and the fire department.
- The Board Secretary is a family medicine physician. She is also a long-time Board member with significant experience in all aspects of board governance.
- One trustee is an employment specialist for the Buffalo Urban League with experience working with urban schools and on personnel matters.
- One trustee is the comptroller and Chief Financial Officer for a large community-based organization with extensive experience in operations, particularly with financial policies

and procedures.

- One parent representative who is an accountant supervisor also serves on the Board.

BPS notes Enterprise's Board is not currently in compliance with its bylaws that require seven board members, but is comfortable with its efforts to recruit new board members and believes the Board will realize those efforts. The Board is currently looking to add members who have legal expertise and K-8 charter school expertise. In addition, the board reports actively working to recruit members who identify as people of color and members who live in the community served by the School.

INDICATOR 3: The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.

Throughout the charter term, the Board Chair has met weekly with the Principal and Senior Director of Operations (and now the new CEO).

The Board has established clear financial policies and procedures, and Enterprise's fiscal policies have been in place for over ten years with annotated updates over that time. Enterprise contracts with a CPA firm for comprehensive CFO services and the Board requires monthly in-person meetings to report on financial statements and updates. The board also reviews the results of the annual independent audits.

The Board of Trustees requires the administration to report progress towards the goals in the SIP at its monthly meetings and uses a data dashboard that includes, e.g., information on enrollment, student achievement, attendance, chronic absenteeism, and staffing).

INDICATOR 4: The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.

The Board of Trustees reviewed and approved the SIP in Spring 2022. The SIP was a two-year plan that covered the current charter term. The Board reports it will engage in developing a new strategic plan with its new CEO for the upcoming charter term.

INDICATOR 5: The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.

The new CEO is currently auditing Enterprise's policies and is working with counsel to ensure compliance. The Board of Trustees indicated it will adopt the revised and new policies for implementation at the beginning of the upcoming charter term. Enterprise understands it needs authorizer and/or NYSED approval prior to implementing some specific policies.

In addition, Enterprise created a comprehensive compliance calendar that includes the annual review of all required policies to see if any adjustments need to be made. Through the compliance calendar, the Board monitors the ongoing review and updating of policies. Enterprise's also counsel and CPA firm share updates as needed regarding any actions that are necessary to meet new compliance requirements.

INDICATOR 6: The board engages in ongoing professional development.

Some members of the Board participated in professional development during the current charter term. The Board Chair and Secretary have participated in numerous professional development sessions, including trainings provided by a local charitable foundation that invests in charter

schools and virtual trainings offered by outside providers. The full Board engaged in professional development regarding strategic planning and how to effectively monitor the execution of the SIP. Additionally, the Board recently started integrating professional development activities into its monthly board agendas.

The Board minutes for January indicate the Board reviewed the NYSED Charter School Performance Framework to ensure all trustees were familiar with the BPS Board's expectations. When new members join, the Board provides the new members with on its bylaws and conflicts of interest policy.

INDICATOR 7: The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.

The Board works with its counsel through regular meetings, and there is ongoing collaboration between the Board's counsel and BPS's counsel. Enterprise also uses an annual compliance calendar to track its legal obligations. The Board demonstrates its understanding of its role via the required monthly presentations from administration on progress towards goals using a dashboard.

INDICATOR 8: The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

The SIP, which was reviewed and adopted by the Board, is directly aligned to the NYSED framework. Progress towards the goals in the SIP are discussed at each monthly Board meeting. The Board also reviews the NYSED framework at some of its monthly meetings, including in January 2024.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

FINDING: MEETS

INDICATORS:

1. School Leadership:
 - a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
 - b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
 - c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.
 - d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate:
 - a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
 - b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
 - c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
 - d. The school has established procedures for effective collaboration among teachers.
 - e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
 - f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Contractual Relationships (If Applicable):
 - a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
 - b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.
-

EVIDENCE FOR BENCHMARK 7:

As part of the conditions for renewal, BPS required Enterprise to create a SIP, and mandated a change in leadership. Enterprise heeded that directive, and its SIP included a complete reorganization of the leadership team with the goal of maximizing instructional capacity to implement rigorous, externally validated curriculum to improve student achievement results. Enterprise's reorganization went into effect July 1, 2022, and was designed to focus resources on teaching and learning to raise student achievement by adding two curriculum directors (a Director of Math and Science and a Director of Literacy and Social Studies). Each director has significant experience in curriculum development, instructional design, data use, and teacher development. In addition, the school also added a Dean of Special Education. The Dean of Special Education position was structured so that the School could also effectively implement its RTI framework and support students with disabilities and English language learners.

INDICATOR 1: School Leadership

- a. **The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.**

Enterprise's leadership reorganization was designed to ensure the Instructional Leadership Team ("ILT") could focus solely on teaching and learning. As noted above, BPS required Enterprise to remove and replace its school leaders as a condition of renewal. As such, on July 1, 2022, an entirely new leadership team started.

The ILT had two primary goals during the 2022-23 school year:

- Identify, adopt and implement new curricula for English language arts and math; and
- Accelerate student academic growth as measured by i-Ready.

The ILT held weekly meetings across all grade levels and content teams to ensure the goals were clear to staff and the School community (*see* Benchmark 2 for more information). Board members received monthly goal updates via a dashboard at each monthly meeting. During the BPS Advisor's site visits, she identified consistent progress towards the two goals (outlined above) throughout the 2022-23 school year and provided BPS with evidence of how these goals were effectively communicated across the organization (including, for example, by the CEO's efforts to revisit them weekly with the entire instructional leadership team).

Enterprise communicates its mission in a number of ways. The School's mission statement has been consistent since its founding: "Engaging young minds through projects and partnerships." This mission statement is shared at every staff meeting and Board of Trustees meeting, and is posted on the School's website and on its electronic billboard display.

b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.

Enterprise continues to have well-established communication systems and decision-making processes in place to ensure effective communication across the school, including:

- Weekly staff newsletters
- Weekly staff meetings
- Monthly meetings of the School’s Parent Teacher Organization
- Parent teacher conferences
- Stakeholder surveys to collect feedback, including ongoing surveys of families, staff members and students
- The Class Dojo system that is designed to share student behavior information with school leadership team members and families
- A parent portal
- Weekly ILT meetings
- Weekly school leader meetings (CEO, principal and senior director of operations)
- Weekly culture team meetings
- Weekly meetings with the BPS Advisor
- Weekly grade level team meetings

During the weekly leadership team meetings, Enterprise’s CEO works with the team to clarify the specific priorities of the week and to clarify how the other meetings will be used to support the team in any current improvement efforts. By way of example and not limitation, the CEO shared recent efforts to update the School’s disciplinary protocols, and developed a weekly culture meeting to train the culture team members on the successful execution of those protocols.

c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.

Enterprise struggled with teacher turnover during the 2021-22 school year as a direct result of the pending school closure. During the 2022-23 school year, Enterprise struggled to find replacements for staff that needed to be removed because they were ineffective. This resulted in several classrooms, particularly at the middle school grades, having multiple teachers throughout the school year and/or ineffective teachers.

Since July 1, 2023, however, Enterprise has demonstrated the capacity to recruit, hire and retain key personnel to meet the needs of all students and student subgroups. At the recent public hearing put on by BPS, Enterprise reported it currently has a 90% retention rate for teachers and 100% retention of the school’s administration and operations staff.

The School has been successful in retaining longtime staff members for a long period of time, and has assisted with building and maintaining strong relationships with students, families, and community members. For example, the School still employs two staff members who started the founding year, and a total of seven staff have more than ten years of experience at the school.

In addition, Enterprise has also made updates to its staffing model to ensure it can effectively meet the needs of all of its students and subgroups. As previously stated, the School updated its staffing model to include a Director of Math and Science, a Director of Literacy and Social Studies, and a Dean of Special Education. These positions were designed to ensure the School could support the

adoption and implementation of new rigorous, externally-validated curriculum and provide effective support to special populations of students.

Finally, starting this year, Enterprise has developed partnerships with area colleges in an effort to improve recruitment. For example, Enterprise partners with Daemen University to place student teachers at the School, and has created an instructional fellowship position designed to support its efforts to recruit diverse teacher candidates.

d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Throughout this charter term, Enterprise’s leadership team has gained a deep understanding of the standards in the NYSED Charter School Performance Framework and the SIP is explicitly aligned to the Framework. Specifically, the SIP outlines tasks and strategies taken during the 2022-2023 and first half of 2023-2024 school years to build the systems and structures required for school improvement.

The BPS Advisor and Enterprise leadership team met regularly to discuss implementation progress, and the Advisor reported that progress to the BPS Board as part of her monitoring and oversight responsibilities. In addition, the leadership team discussed the SIP and its alignment to the NYSED Charter School Performance Framework at its weekly leadership team meetings. The CEO also shared this information at the monthly Board of Trustees meetings to ensure the Board provided effective governance of the School in a manner aligned to the framework.

As a result, key Enterprise stakeholders have clearly developed a deep understanding of the Framework, and how to build and implement a SIP to drive success consistent with the Framework. Moving forward, Enterprise’s Board of Trustees intends to begin its new forthcoming charter term by establishing a strategic plan designed to strengthen the School’s performance based on the NYSED Charter School Performance Framework.

INDICATOR 2: Professional climate

a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.

Evidence collected during the current charter term confirms the roles and responsibilities of Enterprise’s leaders, staff and Board of Trustees are well defined, and those individual adhere to same. The BPS Advisor reviewed the job descriptions for all of Enterprise’s positions, including the CEO, Principal, Sr. Director of Operations, Director of Literacy and Social Studies, Director of Math and Science, and Dean of Special Education positions that were created as part of the newly developed organizational structure. Those job descriptions were and will continue to be used to create individualized onboarding plans for each employee to ensure they understand their individual roles and responsibilities.

The roles and responsibilities of the Enterprise’s Board of Trustees are delineated in its bylaws, and the Board Chair has deep expertise in organizational management, governance and oversight. The Board hires, supervises and evaluates the CEO, and holds the CEO accountable for the performances of the rest of the School’s staff. The Board and CEO have a working agreement that clarifies how each party works together to ensure the effective operations of the School, and they revisit this agreement during their meetings to ensure the collective leadership of Enterprise

remains continuously aligned regarding the respective roles and responsibilities of different stakeholders.

Enterprise's organizational chart, shared with the BPS Advisor throughout the charter term, also provides clarity relative to the specific responsibilities of each team member relative to the SIP. The CEO supervises the Senior Director of Operations, Principal, and Director of Innovation and Special Projects. Each of these direct reports is responsible for specific areas of expertise as outlined on the organizational chart. The Principal is responsible for all aspects of the instructional program. The instructional leadership team, including the Assistant Principal, Director of Literacy and Social Studies, Director of Math and Science, Dean of Special Education, Assistant Principal, and all teachers report to the Principal to ensure all aspects of teaching and learning are addressed in a consistent manner to improve student outcomes. The Senior Director of Operations is responsible for all operational aspects of the organization including facilities, human resources, finances, transportation, food service, student information systems and external data reporting. School leadership team members meet weekly to clarify their ongoing responsibilities, the work of their teams, and how they are expected to coordinate with other teams to help the school achieve its organizational goals.

b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.

As part of the SIP, Enterprise maintains an annual professional development calendar based on the needs of the students, teachers, and school leaders. During the charter term, Enterprise conducted professional development for one week over the summer, at conference days throughout the academic year, and during weekly grade level meetings and staff meetings. Those professional development meetings have covered the following topics:

- Building culturally affirming classroom cultures
- Training in the School's shared practices (e.g., the instructional and cultural expectations for all middle school teachers at Enterprise)
- Effective ongoing classroom management, including how to use specific school systems like classroom color charts or Class Dojo
- Multi-tiered systems of supports (MTSS) and meeting the needs of the whole child
- Effective differentiation, intervention and supports with specific attention to English language learners and students with disabilities
- Special education and Part 154 laws, policies, and procedures
- Dignity for All Students Act (DASA)
- Blood-borne pathogens
- Workplace and sexual harassment
- Student mental health and wellness
- McKinney-Vento Act requirements
- SAFE Act and preventing violence in school
- Responsive classroom practices
- Restorative justice practices
- Effective instructional practices for the core content areas
- Effective use of the i-Ready program, including differentiation
- Data driven instruction, including how to analyze data and effectively utilize small group instruction
- Staff health and wellness

- DEI (Diversity Equity and Inclusion)
- Trauma-informed practices

c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

Enterprise created clear delineation lines between the instructional and operational roles and responsibilities in the reorganization. With the exception of finance, Enterprise has staff responsible for all areas of school operations including: human resources, communications, facilities, safety and security, transportation, food services, data reporting, and enrollment. Enterprise’s operations are led by a Senior Director of Operations who has been involved with the School for more than ten years and manages two senior operations staff, a School Operations Manager and a School Business Manager. Enterprise contracts with a human resources company to provide support with human resources compliance and specific human resources issues. The Chief Financial Officer role is fulfilled by a CPA firm (discussed at length in Benchmark 5).

d. The school has established procedures for effective collaboration among teachers.

Enterprise’s master schedule indicates it has created significant time for all K-8th grade teachers to collaborate throughout the school day. The schedule identifies time for:

- Weekly grade level team ELA and math meetings
- Weekly professional learning sessions
- Common planning time
- Teacher preparation time

Enterprise also fosters collaboration through the use of committees and shared decision making processes. Committees during this charter term have included: a Family Engagement Committee, School Climate and Culture Committee, and Sunshine Committee.

e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.

Enterprise utilizes the *Charlotte Danielson Framework for Teaching* to evaluate instructional staff and systematizes its evaluation processes using *EDoctrina*. During the current charter term, Enterprise’s Board of Trustees evaluated school leadership based on their Board-approved annual goals, and instructional leaders based on their student performance metrics.

f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

During the charter term, Enterprise solicited teacher and staff feedback at two specific inflection points:

- In Spring 2022, the school improvement specialist sought feedback from all staff to create the SIP through participation in weekly leadership team meetings, attending professional development sessions, attending grade level team and staff meetings, and attending staff meetings, individual meetings. In addition to informing the SIP, this feedback led to the creation of a staff committee structure to ensure teachers have an ongoing “voice” in decision making.

- In November 2023, Enterprise’s new CEO met individually with every staff member to learn about their perceptions of the strengths and areas of growth for the school. He also facilitated a series of follow up meetings with a committee of staff members to analyze existing school culture policies and to make updates to those policies to better support students and staff, and administered multiple staff surveys to collect feedback, including 360 feedback surveys for school leaders. The results of the latter survey were used to draft individual development goals for each leader.

INDICATOR 3: Contractual Relationships

- a. **Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.**

Not applicable.

- b. **The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.**

The Senior Director of Operations is responsible for overseeing the effectiveness of the third-party financial and human resources contractors, and monitors the services provided by same by meeting with representatives from both organizations on a regular basis. The new CEO recently met with services providers to evaluate the quality of services provided and to determine if any adjustments are necessary. A representative from the CPA firm attends monthly Board of Trustees meetings, and that allows the Board to assess the quality of CFO services frequently.

Enterprise requested some special education related services be provided by BPS. The Dean of Special Education is responsible for overseeing the effectiveness of special education services, ensuring providers have the materials necessary to support special education students, including the appropriate classroom space and relevant supplies, and meeting with providers on an ongoing basis to provide them with any support needed. By all reports, the Dean and the BPS service providers have formed an effective working relationship.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

FINDING: MEETS

INDICATORS:

1. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.
2. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Enterprise has consistently demonstrated its commitment to fulfilling the school’s mission by implementing the key design elements as described in its charter. The School’s mission statement has been consistent since its founding: *“Engaging young minds through projects and partnerships.”* Qualitative evidence from this charter term shows a broad range of school stakeholders, including the school leadership and staff, consistently anchor to this mission and the related key design elements.

EVIDENCE FOR BENCHMARK 8:

INDICATOR 1: School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.

Throughout the charter term, Enterprise has taken steps to ensure school stakeholders share a consistent understanding of the school’s mission and key design elements. The mission and key design elements are present across many of the school’s public-facing materials including its website, the common application, its electronic billboard, and recruitment materials.

Staff members review the mission and key design elements on an ongoing basis during standing meeting structures. For example, the mission and key design elements are a part of the standard slide deck used for all professional development. Enterprise’s Board of Trustees also reviews the mission at its monthly meetings and during leadership presentations. In fact, Enterprise’s leaders report the mission and key design elements are a central focus of their efforts to create a “portrait of a graduate,” which is a school improvement strategy wherein leaders define the skills and competencies it instills in its students.

Enterprise has consistently remained focused on anchoring to its original mission by seeking out community partners to enrich the experience of students and staff. By way of example and not limitation, throughout the charter term, Enterprise partnered with the Little Match Girl Foundation, an organization that is dedicated to providing students with school supplies and related items; the Urban League for mentoring; and Daemen University to place pre-service teachers at the school.

INDICATOR 2: The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Enterprise has consistently implemented the key design elements from its original approved charter. No revisions have been made to those key design elements over the course of the most recent charter term. The chart below describes evidence collected during this charter term that describes how Enterprise has implemented each key design element:

Summary Evidence of Implementation of Key Design Elements over the Charter Term	
1. Project Based Learning	<p>Enterprise’s curriculum directors have created specific templates and worked with each of the school’s classroom teachers to create project-based units of study for their classrooms. Specials teachers have also consistently implemented project-based units to guide their instruction (including, for example, project-based units of study in theater and music that involve preparing for upcoming authentic performances like the school’s holiday show).</p> <p>Enterprise has a Maker Space room, a Green Screen production room, a science lab and a recording studio, each of which is designed to provide students with opportunities to engage in hands-on, project-based learning opportunities and to demonstrate their learning in authentic ways that were meaningful to them.</p>

<p>2. Differentiated and Individualized Instruction</p>	<p>Enterprise uses a formal multi-tiered system of supports (“MTSS”) for academic and social-emotional differentiation. As discussed in Benchmark 2, Enterprise created and utilizes a system of assessments to analyze student data and plan strategic interventions for students who need different tiers of support to meet their academic needs. During this charter term, Enterprise revised its master schedule to provide these supports. By way of example, Enterprise extended core instructional blocks and included planned time for differentiation in both math and reading each day. This schedule change allowed for additional support from a variety of staff members. Enterprise also required its teachers use a specific weekly lesson planning template that includes plans for how teachers will provide students with appropriately differentiated instruction. These plans are reviewed each week by the school’s curriculum directors.</p> <p>Enterprise also uses MTSS to provide both school-wide and tailored supports and services to meet students’ social-emotional needs. For example, the school provides whole group instruction in social emotional skills to all students each day as part of its morning meeting structure and all school culture staff members participate in a weekly meeting where they analyze culture data from the previous week to determine which students may need more individualized supports/services.</p>
<p>3. Departmentalized Instruction</p>	<p>Enterprise provides departmentalized instruction in Grades 7 and , including departmentalized instruction in English language arts, mathematics, social studies and science.</p>
<p>4. Nonviolence Education/Conflict Resolution</p>	<p>Throughout the charter term, Enterprise provided students with instruction focused on nonviolent education and conflict resolution. Enterprise integrates aspects of responsive classroom and restorative justice practices into their school culture plans. Enterprise staffs a culture team to work individually with students to address any problematic behavior and have standardized approaches to collaborating with students after classroom incidents to identify and practice appropriate pro-social behaviors, including in response to violent incidents.</p> <p>Enterprise utilizes a morning meeting structure to provide students with social emotional learning opportunities, including direct instruction that emphasizes nonviolence and positive ways to resolve conflict. Enterprise also holds grade level meetings to reinforce and clarify the cultural expectations for all students and emphasize the importance of creating a non-violent and supportive environment.</p>

<p>5. Constructivism</p>	<p>Constructivism, a core component of Enterprise’s academic program, approaches learning as an active process that requires students to leverage their own background knowledge and experiences to progressively make sense of their world and to build new knowledge. During the charter term, the BPS Advisor identified specific ways Enterprise has leveraged constructivism, including through project-based learning, opportunities for students to develop and presenting their knowledge in ways they find meaningful, math curriculum that encourages students to actively make sense of an unfamiliar problem to generate new mathematical understandings, and a science program incorporating inquiry-based laboratory experiences that encourage students to actively construct their own knowledge.</p>
<p>6. Multi-Aged Classrooms</p>	<p>Enterprise operates programs throughout the day that provide students with an opportunity to engage in learning experiences with students from other grades. During the breakfast program, students have the opportunity to interact socially with their peers from other grade levels as they engage in a variety of self-selected learning activities (including, small group buddy reading or additional math practice). In addition, students have the opportunity to participate in an after-school program that offers students an opportunity to participate in numerous activities with peers from other grades, including, but not limited to, activities like basketball, drill team, and mentoring. Enterprise also used multi-age classrooms to provide students with the specific targeted assistance they need throughout the school day (e.g., by facilitating small group interventions in math or reading with students of different ages).</p>
<p>7. Art, Music, PE, Computers, and Foreign Language</p>	<p>Enterprise offers a comprehensive arts program to all students, including instruction in visual art, music, and theater. The School’s arts classes also perform a variety of artistic shows throughout each school year for the community (e.g, an annual holiday performance of the Nutcracker and an annual Black History month performance). The school also provides high-quality physical education instruction to students and employs two full-time physical education teachers.</p> <p>Students use technology to accelerate their learning. Each student has access to a personal Chromebook with relevant educational applications. Across all grade levels, students receive instruction in how to successfully use these Chromebooks. Teachers integrate these Chromebooks into their daily instruction, particularly at the middle school level.</p>

<p>8. Enrichment and Remediation Period</p>	<p>Enterprise’s master schedule includes times for enrichment and remediation such as daily extended instructional blocks for English language arts and mathematics and small group instruction. All students work independently in i-Ready each day, which automatically provides students with learning experiences that are at their developmental level, including remediation for learners who need additional support and enrichment for learners who are already advanced.</p>
<p>9. Commitment to Staff Development</p>	<p>As part of the SIP and as described in Benchmark 2, Enterprise adopted a robust professional development calendar based on the needs of the students, teachers, and school leaders. Specifically, Enterprise has offered professional development on the following topics during this charter term:</p> <ul style="list-style-type: none"> • Building culturally affirming classroom cultures • Training in the school’s shared practices (e.g, the instructional and cultural expectations for all middle school teachers at Enterprise) • Effective ongoing classroom management, including how to use specific school systems like classroom color charts or Class Dojo • MTSS structures and practices to meet the needs of the whole child • Research-based practices to provide effective differentiation, intervention and support with specific attention to English language learners and students with disabilities • Special education and ELL laws, policies, and procedures • Dignity for All Students Act (DASA) • Blood-borne pathogens • Workplace harassment • Student mental health and wellness • McKinney-Vento • SAFE: Preventing violence in school • Responsive classroom practices • Restorative Justice practices • Effective implementation of the school’s curriculum relating to English, math, social studies, and science • Effective use of the i-Ready program, including, but not limited to including how to effectively differentiate instruction for students • Data-driven instruction, including, but not limited to, how to analyze data to determine how to effectively use small group instruction • Staff health and wellness • DEI (Diversity Equity and Inclusion) • Trauma-informed practice <p>Enterprise also uses collaborative planning time to provide a significant amount of differentiated professional development, including weekly professional development for each of the following subgroups of staff:</p>

	school leaders who manage adults, members of the culture team, members of the instructional leadership team, and all instructional staff.
--	---

Benchmark 9: Enrollment, Recruitment and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

FINDING: MEETS

INDICATORS:

1. All Students:
 - a. Enrollment
 - i. All Students – Aggregate Enrollment: Comparison of the school’s reported enrollment vs. their contracted enrollment for that year.
 - ii. Subgroups – Subgroup Enrollment: Comparison of the school’s enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location’s enrollment of the same subgroups.
 - b. Retention
 - i. All Students – Aggregate Retention: Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS day.
 - ii. Subgroups – Subgroup Retention: Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.

EVIDENCE FOR BENCHMARK 9:

Throughout this charter term, Enterprise has made extensive good faith efforts to attract, recruit, and retain students with disabilities, English language learners, and economically disadvantaged students, and, therefore, meets the requirements of this Benchmark.⁵ Specifically, Enterprise

⁵ Per NYSED, “Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners/Multilingual learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that pursuant to Education Law §2855, no other grounds for terminating a charter are established and the charter school demonstrates that it has made extensive efforts to recruit and retain such students, including outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, and efforts to

adopted a comprehensive plan to recruit, enroll and retain students in these subgroups that included:

- In March of 2022, the school created the position of Dean of Student Support Services to ensure a school leader was specifically responsible for ensuring the success of the school's special populations of students (including their enrollment and retention).
- For the 2022-2023 and 2023-2024 school years, all enrollment documents were translated into Spanish and English. In addition, school leadership also updated the Website by adding a feature that enabled it to translate any of its pages into any language that is needed to support families.
- Beginning with the 2022-2023 school year, a bilingual administrative assistant was hired to work in the main office.
- The school has continued to host Family Fun Nights that celebrate the school's diverse cultures (and conducted targeted outreach to its special populations to encourage their attendance).
- The school conducts annual needs assessments of its families, including its special populations of students, to provide high-leverage supports for families that will encourage their persistence. As a result, the school has started to operate an on-site food pantry and to provide washer and dryer services to support families with any assistance necessary in cleaning school uniforms or other laundry from home.
- Purchased enrollment advertising in the Challenger newspaper.
- Participated in The EBC Network Diversity Enrollment Fair.
- Joining the common application used by many Buffalo area charter schools to make sure that the largest number of Buffalo families possible were aware of the programs offered at the school. In addition, the school specifically indicated the availability of special education services on its Enroll Buffalo page to ensure that families were aware that these services were available.
- Conducting campus tours for interested families and their children (including, when necessary, tours that are led in a language other than English).
- Offering translation services, including the translation of information about the school.
- Enterprise's promotional materials explicitly encouraged students with disabilities and English language learners to apply
- Enterprise's website includes recruitment messages explicitly addressed students with disabilities and English language learners, and encouraged them to apply
- Enterprise widely distributed contact information for its Dean of Student Support Services to families of potential applicants, and encouraged families to contact the Dean to discuss specialized programs and services

academically support such students in such charter school, then the charter entity or board of regents may retain such charter."

- Enterprise’s common application website included information regarding its specialized programs and services descriptions
- Enterprise implemented a weighted lottery for students with disabilities and English language learners
- Enterprise widely published school information in other language and offered translation services

School leadership also conducted extensive community outreach activities to ensure that all families, including families with children who are economically disadvantaged, have disabilities or who are learning English as a new language could have access to enrollment. The school’s outreach efforts involved working closely with a variety of local organizations, including organizations that served students and families that reflect these targeted groups. Enterprise reports working with the following organizations in a variety of ways, including creating formalized partnerships, setting up tables to meet with representatives on site, and sharing informational literature. These organizations included:

- Holy Cross Head Start Programs
- Community Action Organization (including three Head Start locations)
- Kayla’s Precious Day Care
- Bright Path Elmwood
- The Buffalo Latino Village
- Journey’s End Refugee Center
- King Urban Life Center
- Hope Refugee Center
- Lovejoy Outreach Program
- Family Help Day Care

Enterprise also implemented a new positive behavior intervention and supports (“PBIS”) system designed to increase student engagement and learning has contributed to increasing student retention rates during this school year.

Because Enterprise already has an extraordinarily high rate of students who are considered economically disadvantaged, a key retention strategy has been the provision of additional basic needs services and supports to its families. For example, Enterprise offers uniforms at a reduced cost and maintains a washer and dryer onsite to assist families with uniform needs. Enterprise also operates an active food pantry for all of its families. This year, Enterprise also provided Thanksgiving meals to 54 Enterprise families, and was able to provide holiday presents to all students in Grades K-3, due to fundraising efforts.

Because Enterprise has expanded its specialized programs and services for English language learners, it has increased the number of bilingual staff. As a result, during the charter term, the School saw a substantial increase in retention of English language learners.

Enrollment:

Throughout its existence, Enterprise has met its chartered enrollment. Unfortunately, as a result of the pending school closure in the 2021-2022 academic year, Enterprise’s enrollment dropped

substantially to 83% of its chartered enrollment during the 2021-22 school year. But, now in the third year of its renewal, Enterprise is fully-enrolled again.

INDICATOR 1.a.i: All Students – Aggregate Enrollment: Comparison of the school’s reported enrollment vs. their contracted enrollment for that year.

Year	Enrollment	Contract Percent	Percent Increase
2021-22	335	83%	N/A
2022-23	362	89%	+8%
2023-24	394	97%	+18%

During the current charter term, the percentage of economically disadvantaged students attending Enterprise increased from 83% in 2021-22 to 99% in 2023-24. This is a higher percentage of economically disadvantaged students than students who attend BPS schools.

In addition, Enterprise increased the number of students with disabilities served (from 42 to 55) and the number of English language learners served (from 17 to 20), though BPS acknowledges that is below the 15% threshold discussed in detail in Benchmark 10. despite its extensive efforts, Enterprise did not increase its enrollment of students with disabilities and English language learners by 15% (discussed more fully in Benchmark 10). Likewise, Enterprise has not met the subgroup targets relative to the “district of location.”

INDICATOR 1.a.ii: Subgroups – Subgroup Enrollment: Comparison of the school’s enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location’s enrollment of the same subgroups.

Economically Disadvantaged Students:

YEAR	ENTERPRISE	BPS	DIFFERENTIAL
2021-22	279 - 83%	22,153 - 78%	+5%
2022-23	338 - 93%	23,379 - 84%	+9%
2023-24	390 - 99%	Not Yet Available	Not Yet Available

Students with Disabilities:

YEAR	ENTERPRISE	BPS	DIFFERENTIAL
2021-22	42 - 13%	6451 - 23%	-10%
2022-23	32 - 9%	6481 - 23%	-14%
2023-24	55 - 14%	Not Yet Available	Not Yet Available

English Language Learners:

YEAR	ENTERPRISE	BPS	DIFFERENTIAL
2021-22	17 - 5%	5337 - 19%	-14%
2022-23	11 - 3%	5069 - 18%	-16%
2023-24	20 - 5%	Not Yet Available	Not Yet Available

INDICATOR 1.b.i: All Students – Aggregate Retention: Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS day.

YEAR	RETENTION RATE
2021-22 to 2022-23	79%
2022-23 to 2023-24	80%

INDICATOR 1.b.i: Subgroups – Subgroup Retention: Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.

Economically Disadvantaged Students:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	82%
2023-23 to 2023-2024	80%

Students with Disabilities:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	86%
2022-23 to 2023-2024	74%

English Language Learners:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	67%
2023-23 to 2023-2024	91%

Table 4: Student Demographics – Enterprise Charter School Compared to District of Location
Source: NYSED Charter School Office

Student Population	2021-2022			2022-2023		
	Enterprise CS	Buffalo City School District	Variance	Enterprise CS	Buffalo Public School District	Variance
Students with Disabilities	13%	23%	-10	9%	23%	-14
ELL/MLL	5%	19%	-14	3%	18%	-15
Economically Disadvantaged	83%	78%	+5	93%	84%	+9

Student Retention

According to ECS data, in the 23-24 school year, 80% of students were retained.

Benchmark 10: Legal Compliance

The school has complied with applicable laws, regulations, and provisions of its charter.

FINDING: MEETS

INDICATORS:

1. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
2. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the Buffalo Public Schools Board of Education and has implemented necessary safeguards to maintain compliance with all legal requirements.
3. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
4. The school has sought Board of Regents and/or Buffalo Public Schools Board of Education's approval for material and non-material revisions.
5. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
6. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

EVIDENCE FOR BENCHMARK 10:

During this charter term, Enterprise has complied with applicable laws, regulations and the provisions of its charter. Enterprise's website includes and maintains a dedicated page of its website that includes live links to many of the documents necessary for a New York charter school to remain in compliance. During site visits, the BPS Advisor has also confirmed the presence of required items necessary to operate a charter school in New York (e.g., the School's fire inspection certificate in the main office, required labor law posters, and public notices related to Board of Trustees meetings).

INDICATOR 1: The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.

During the charter term, Enterprise has demonstrated its capacity to remain in compliance with applicable state and federal laws and regulations as well as the provisions of its charter. The BPS site visit team verified the School is successfully meeting many of the specific compliance items in this indicator. For example, the school's website directs interested families to enroll in the school through the Enroll Buffalo Charters website. The Website, which was created by the New York Charter Schools Association, provides families with access to student admissions and enrollment information. In addition, NYCSA ensured that the enrollment process used by its site, including all necessary forms for admission, met all legal requirements for New York charter schools. The School's website also maintains a public notice section that provides access to important compliance information, including the FOIL policy and complaint policy, and important policies designed to protect the rights of students, including School's Code of Conduct and DASA Policy.

The School also shared a copy of its recently approved employee handbook with the BPS Advisor. The handbook includes important policies that are necessary to protect the rights of employees, including, but not limited to, the School's policies related to non-discrimination, reporting sexual harassment, and taking leave in a variety of circumstances. The handbook also includes other required compliance information (e.g., the School's Open Meetings Law policies).

Enterprise's Board of Trustees has also taken a strong approach to ensuring effective financial management and oversight. Throughout the charter term, the Board contracted with an external CPA financial services firm to provide additional financial services. The firm operates independently as an external financial services firm that provides services similar to those that would be provided by an internal Chief Financial Officer, as well as additional services, such as support with the ongoing execution of payroll. The firm also attends monthly Board of Trustees meetings to provide independent reports on the School's financial management, and identifies best practices the School should continue.

Throughout the charter term, Enterprise has also maintained an engaged Board of Trustees that continues to fulfill its obligations of meeting monthly and providing effective governance of the school. The School's website provides links to the past agendas and minutes for Board meetings in compliance with state requirements.

The School has also partnered with the Buffalo Public Schools to provide nursing services for its students. As a result, Enterprise has access to a nurse through the BPS partnership with Supplemental Nursing. Consequently, BPS has confidence the School's nursing program satisfies all relevant health and safety requirements.

Finally, throughout the charter term, the School has also complied with all student assessment requirements, including the administration of required New York state assessments for all students in grades 3-8. In addition, Enterprise students who are English Language Learners take the NYSITELL upon enrollment and the NYSESLAT in the spring as required.

INDICATOR 2: The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the Buffalo Public Schools Board of Education and has implemented necessary safeguards to maintain compliance with all legal requirements.

No corrective action was required during the current charter term.

Notwithstanding, Enterprise's new leadership team created a comprehensive compliance calendar to ensure it remains in compliance with all legal requirements moving forward. The compliance calendar identifies the specific actions necessary to remain in compliance each year, clarifies which staff member is responsible for completing specific tasks, and establishes a system of meetings to ensure successful completion. The school's CEO indicated the compliance calendar will be an ongoing area of focus at the School's weekly operations meetings going forward.

INDICATOR 3: The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.

Enterprise is committed to hiring appropriately certified teachers in accordance with the laws and regulations applicable to charter schools. As a national teacher shortage continues to impact local schools, Enterprise has refined its plans to recruit, select and retain certified teachers. Enterprise plans to pursue the following strategies to recruit and retain appropriately certified teachers:

- Sharing open positions across a wide variety of platforms (including, WNYRIC, the Buffalo News, the Challenger, INDEED, social media, the ECS website and the ECS digital billboard).
- Sharing postings with community partners
- Investing in high-quality benefits programs for staff, including participation in the New York State teacher retirement system
- Offering financial incentives for staff members to obtain appropriate certification
- Forming new college and university partnerships, including with Daemen University and Canisius College
- Creating a positive and supportive work environment

In addition, the School’s Senior Director of Operations works closely with staff members who are not yet certified to create a plan to achieve certification. School leaders also intend to conduct an employee compensation study to ensure Enterprise remains a competitive employer in order to attract large numbers of certified teacher applicants moving forward. The compensation study will begin in February of 2024, and will include additional incentives for teachers to become certified.

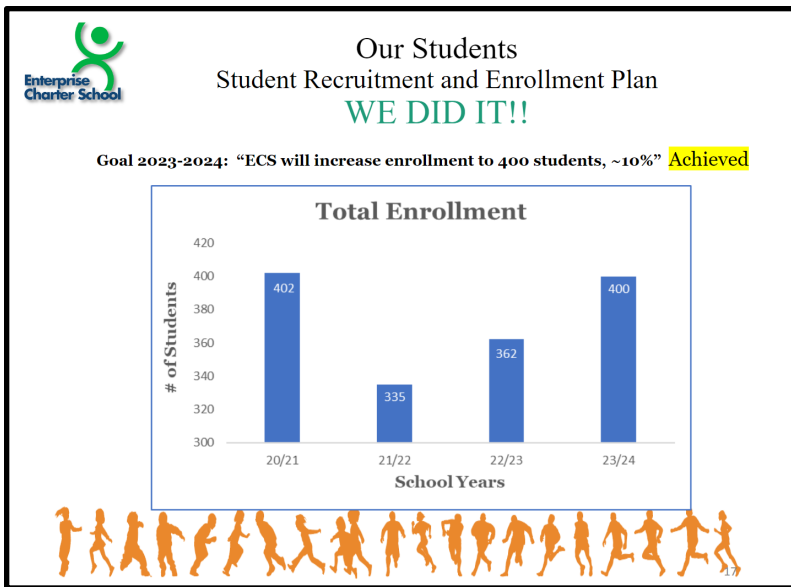
INDICATOR 4: The school has sought Board of Regents and/or Buffalo Public Schools Board of Education’s approval for material and non-material revisions.

Enterprise did not request any material or non-material revisions to its charter during this charter term.

INDICATOR 5: The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.

At this time, Enterprise maintains sufficient enrollment demand to meet the expectations detailed in the enrollment plan outlined in the charter. In fact, during this last charter term, Enterprise made extraordinary progress in terms of increasing student enrollment. Over the last three years, the School grew its enrollment from a low BEDS day enrollment of 335 students in 2021 to an enrollment of 394 in 2023, an increase of 18 percent. In addition, the School reports its enrollment actually reached 401 students during the 2023-2024 school year.

Enterprise presented the following slide at the recent BPS public hearing:



Enterprise lost enrollment during the 2021-2022 school year because of the impact of outstanding litigation with the BPS and the possibility the School would close. But, the strong family demand for the School has helped Enterprise restore its enrollment. In addition, the School has made some progress at recruiting special populations of students, including economically disadvantaged students, students with disabilities and English language learners. Specifically, the percentage of economically disadvantaged students increased from 83% in 2021 to 99% in 2023. In addition, the school increased the number of students with disabilities served (from 42 to 47) and the number of English language learners served (from 17 to 20). The BPS Advisor believes these enrollment statistics indicate that there is strong community demand for Enterprise, and the School will be able to maintain strong enrollment over time.

INDICATOR 6: The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Throughout this charter term, Enterprise has maintained a contract with the law firm to provide ongoing legal counsel. The School’s leadership actively collaborates with counsel to proactively seek legal advice, review and update legal documents and contracts as needed, and handle emerging legal issues. For example, the School’s CEO recently met with counsel to review its existing policies and to identify any additional policies that may be necessary to ensure full compliance. In addition, the CEO reports starting to schedule monthly meetings with counsel to ensure Enterprise remains in legal compliance moving forward.

Summary of Public Comment

The required public hearing was held by Buffalo Public Schools on December 6, 2023. Thirty-two people attended and fourteen spoke. All were in favor of the school’s renewal, and none were opposed.

**2024-25 Corrective Action Plan Overview
Enterprise Charter School
May 14, 2024**

Describe Areas in Need of Improvement:

1. Student Proficiency of New York State English Language Arts Learning Standards
2. Student Proficiency of New York State Math Learning Standards
3. Student Proficiency of New York State Science Learning Standards
4. Student attendance and chronic absenteeism
5. Enrollment of students with disabilities and English Language Learners

English Language Arts, Math and Science Proficiency (Areas 1, 2, and 3)

Inputs/Strategies:

English Language Arts

- Train staff on the rigor bar that is necessary for their course by collaboratively taking released state exams as students and collaboratively discussing what scholars must know and be able to do to demonstrate mastery on those exams.
- Implement new middle school reading curriculum (Reading Reconsidered)
- Ensure leadership staff participate in training on the new curriculum so that they can turn-key that training for staff.
- Implement quarterly interim assessments in grades 3-8.
- Implement the Magnetic Reading curriculum assessments with fidelity in all relevant grades.
- Update scope and sequences for all grade levels to include days dedicated to respond to the data collected on interim assessments and curriculum assessments.
- Train staff on how to analyze literacy IA results and plan aligned re-teach lessons.
- Update the school's coaching structures to provide weekly coaching and professional development to all staff members (with an emphasis on real-time coaching in the classroom, collaboratively planning meetings, and weekly data meetings).

Mathematics

- Train staff on the rigor bar that is necessary for their course by collaboratively taking released state exams as students and collaboratively discussing what scholars must know and be able to do to demonstrate mastery on those exams.
- Implement new components to the K-8 math curriculum (including spiraled review).
- Ensure leadership staff participate in training on the new curriculum so that they can turn-key that training for staff.

- Implement quarterly interim assessments in grades 3-8.
- Implement the Ready curriculum math assessments with fidelity in all relevant grades.
- Update scope and sequences for all grade levels to include days dedicated to respond to the data collected on interim assessments.
- Train staff on how to analyze math IA results and plan aligned re-teach lessons.
- Update the school's coaching structures to provide weekly coaching and professional development to all staff members (with an emphasis on real-time coaching in the classroom, collaboratively planning meetings, and weekly data meetings).

Science

- Train staff on the rigor bar that is necessary for their course by collaboratively taking released state exams as students and collaboratively discussing what scholars must know and be able to do to demonstrate mastery on those exams.
- Implement a high-quality, externally validated science curriculum (such as Amplify science).
- Ensure leadership staff participate in training on the new curriculum so that they can turn-key that training for staff.
- Implement quarterly science interim assessments in grades 5 and 8.
- Implement the science curriculum embedded assessments with fidelity in all relevant grades.
- Update scope and sequences for all grade levels to include days dedicated to respond to the data collected on interim assessments/curriculum embedded assessments.
- Train staff on how to analyze science IA results and plan aligned re-teach lessons.
- Update the school's coaching structures to provide weekly coaching and professional development to all staff members (with an emphasis on real-time coaching in the classroom, collaboratively planning meetings, and weekly data meetings).

Progress Milestones:

- Quarterly ELA, Math, and Science Interim Assessments
- I-Ready growth on reading and math – over 50% of students will make growth between fall and winter assessments

Outcomes:

- Absolute Measures: Increase proficiency rates by 5% over 2023 assessments

Student Attendance and Chronic Absenteeism (Area 4)

Inputs/Strategies:

- Observe the attendance policies at BPS schools with high levels of attendance and low rates of chronic absenteeism to identify best practices.
- Author an attendance guidebook that updates the school's policies related to student attendance and how administrators follow through on that attendance on an ongoing basis.
- Prioritize meetings with families to discuss the importance of attendance and to respond to any gaps in attendance (including, for example, proactively meeting with families of scholars who have low attendance before the year starts and drafting individual attendance plans for scholars who have low levels of attendance).
- Schedule an annual calendar of joyful school culture events that encourage scholars to attend school more often (including, school-based incentives that are tied to high levels of attendance).

Progress Milestones:

- Month-over-month increased student attendance and decreased chronic absenteeism

Outcomes:

- Improve average daily attendance by 2% by June 2025
- Decrease chronic absenteeism by 5% by June 2025

Recruitment, Enrollment and Retention of Students with Disabilities and English Language Learners (Area 5)

Inputs/Strategies:

Recruitment Strategies:

- Meet with representatives from schools that have high percentages of students with disabilities and English Language Learners to identify opportunities to strengthen the school's approach to recruiting and retaining these students.
- Implement quarterly parent teacher conferences for all students and ensure that families of students with IEPs have access to a special educator to support them through these conferences and that families of ENL students have access to the translation services necessary for these meetings.
- Increase the school's use of direct marketing to special populations of students by building partnerships with mission aligned organizations (such as the Hispanic Heritage Council of Western New York) and placing targeted ads on social media.

Enrollment Strategies:

- Continue weighted lottery applications for SWDs and ELLs

- Include optional questions (to identify SWDs and ELLs) on application

Progress Milestones:

- By December 2024, meet with at least 3 schools with high percentages of SWDs and ELLs
- Meet with at least 50% of families of SWDs and ELLs each quarter

Outcomes:

- Increase enrollment of English language learners and students with disabilities by 5% from 2024-25 to 2025-26 (as measured post-2025 lottery)

BPS Progress Monitoring:

- By August 1, 2024, Enterprise will submit a Corrective Action Plan/Comprehensive Education Plan to Buffalo Public School's Office of Shared Accountability for review
- By September 1, 2024, BPS will provide any feedback on the Plan
- Within 30 days of completion of each interim assessment (i-Ready or internal interim assessments), Enterprise will report on each progress milestone via a written summary report
- During the 2024-25 school year, BPS will conduct at least two full-day site visits
 - Each visit may include review of assessment data, focus groups, pacing guides and other significant instructional documents are reviewed and classroom observations take place.
 - Following each visit, a meeting with the administrative team will be held to review findings, give feedback and offer suggestions for growth areas.

Amended Board of Education Resolution for Charter School Renewal:

Enterprise Charter School

WHEREAS, the Buffalo City School District Board of Education (“the Board”), as Charter Authorizer for Enterprise Charter School (“Enterprise”), is required to provide oversight and to make a determination regarding renewal upon expiration of its current charter; and

WHEREAS, in February 2022, the Board and Enterprise entered into a Settlement Agreement to renew Enterprise’s charter through June 2024 and to set forth the conditions upon which the Board would consider further renewal of Enterprise’s charter; and

WHEREAS, Enterprise met the conditions upon which the Board agreed would warrant a full charter renewal in the Settlement Agreement; and

WHEREAS, the Board held a public hearing for Enterprise on December 6, 2023; reviewed the presentation and documents submitted by Enterprise and the reports of Board Advisor, Dr. Constance Moss; and considered past performance of Enterprise’s academics, finances, operations, and the school’s Improvement Plan and academic growth (as measured by iReady) during the current charter period in evaluating the likelihood of future success; and

WHEREAS, the Board submitted a recommendation to renew Enterprise’s charter for a period of five (5) years to the Board of Regents for consideration at the April 2024 meeting of the Board of Regents; and

WHEREAS, the Board of Regents returned the Board’s renewal recommendation with proposed revisions; and

WHEREAS, in addition to the Improvement Plan implemented during the current charter term, Enterprise has provided an overview of a proposed corrective action plan to address areas of concern, and will provide the full corrective action plan/comprehensive education plan to the District by July 15, 2024, after which the District will provide feedback by August 15, 2024.

NOW, THEREFORE, BE IT RESOLVED that the Board recommends a renewal for Enterprise for a period of three (3) years, expiring June 30, 2027.

BE IT FURTHER RESOLVED that the Board requires that, during the renewal period, Enterprise will continuously improve student outcomes and significantly close the gap between the charter school, the Buffalo Public Schools and the New York State average in proficiency on key indicators, benchmarks, and State assessments.

BE IT FURTHER RESOLVED that Enterprise shall comply with the provisions of its Corrective Action Plan, including oversight from appropriate District staff, and increased collaboration with the Buffalo City School District in the areas listed in the Charter School Performance Framework, including but not limited to:

- Benchmark 1 – Student Performance

- Benchmark 9 – Enrollment, Recruitment, and Retention

BE IT FURTHER RESOLVED that the Board requires that it be provided with regular reports, no less than on a quarterly basis, regarding Enterprise's performance.

By June 30, 2027, the Buffalo City School District Board of Education, as the chartering entity for Enterprise Charter School, will assess their progress and make a determination concerning future renewal of its charter.

Westminster Community Charter School



Charter Renewal Recommendation Report Buffalo Public Schools Revised May 2024

TABLE OF CONTENTS

SCHOOL DESCRIPTION	2
NOTEWORTHY.....	3
METHODOLOGY.....	3
BENCHMARK ANALYSIS.....	4
SUMMARY OF FINDINGS	6
BENCHMARK 1: STUDENT PERFORMANCE	7
BENCHMARK 2: TEACHING AND LEARNING	12
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	23
BENCHMARK 4: FINANCIAL CONDITION.....	31
BENCHMARK 5: FINANCIAL MANAGEMENT	32
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	35
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	38
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	45
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION.....	48
BENCHMARK 10: LEGAL COMPLIANCE	53

INTRODUCTION

In 2021, the Buffalo Public Schools’ Board of Trustees (BPS Board) required Westminster Community Charter School (“Westminster”) meet a set of conditions during the current charter term (2021-2024). Westminster has met the conditions. Specifically, Westminster exceeded the achievement indicators for academic trends towards proficiency as its students’ academic growth exceeded both national and BPS growth rates. As detailed in this Renewal Report, evidence collected during the current charter term indicates Westminster has adopted methods necessary to accelerate student achievement during the next charter term.

However, Westminster did not make sufficient gains in state assessments, and the Board of Regents returned BPS Board’s recommendation and recommended a shorter-term renewal. Therefore, the BPS Board recommends a four-year charter renewal (2024-2028) with the requirement that Westminster create, and BPS Board approve and monitor, a corrective action plan to address the School’s performance on the state assessments.

As detailed in this Renewal Report, evidence collected during the current charter term indicates Westminster has laid the foundation necessary for continued school improvement. In the next charter term, Westminster will need to improve student proficiency as measured by the state assessments for ELA and mathematics. A four-year renewal will give Westminster time to make progress towards accomplishing this goal and the BPS Board will continue to hold Westminster accountable for student achievement.

SCHOOL DESCRIPTION

Name of Charter School	Westminster Community Charter School
Board Chair	Rita Eisenbeis
District of location	Buffalo City School District
Opening Date	2004
Charter Terms	Initial: July 2004-June 2009 1 st Renewal: July 2009-June 2014 2 nd Renewal: July 2014-June 2016 3 rd Renewal: July 2016-June 2019 4 th Renewal: July 2019- June 2021 5 th Renewal: July 2021-June 2024
Current Term Authorized Grades/ Approved Enrollment	K — Grade 8/ 550 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	July 1, 2024-June 30, 2028/550 students
Comprehensive Management Service Provider	M&T Bank and Buffalo Promise Neighborhood
Educational Partners	Buffalo Public Schools
Facilities	24 Westminster Ave., Buffalo, New York 14215
Mission Statement	<i>At Westminster Community Charter School, we proudly provide students with a rigorous and holistic teaching approach. We cultivate a safe and caring environment so every child can grow to meet their full potential-to find their passions in life and to pursue those passions with joy, skill, and success.</i>
Key Design Elements	<ul style="list-style-type: none"> • Reading Instruction (Science of Reading) • Mathematics instruction • Extended day opportunity • Healthy living • Technology • Special classes • Academic Instructional Support (AIS) • Staff Development • Community Partnerships

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	Grades K - 8	Grades K - 8	Grades K - 8
Total Approved Enrollment	550	550	550

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028
Grade Configuration	Grades K - 8	Grades K - 8	Grades K - 8	Grades K - 8
Total Proposed Enrollment	550	550	550	550

NOTEWORTHY

In January 2022, Westminster hired a new principal with extensive school turnaround experience. Under her leadership throughout the charter term, Westminster has transitioned from relying on curricular programs as its primary resource for teaching to teaching the standards and utilizing curricular programs as instructional tools. Westminster adopted pacing guides based on the New York State standards for all core content areas that include a focus on priority standards.

METHODOLOGY

The BPS Board engaged a Board Advisor (BPS Advisor) to assist with intensive monitoring and oversight of Westminster’s school improvement efforts. Between fall 2022 – present, the BPS Advisor conducted multiple site visits and interviews and collected evidence during the charter term as follows:

Monitoring Activities:

- 8 days of on-site visits
- 38 instructional staff interviewed
- 6 administrators interviewed (one-on-one)
- All members of the Board of Trustees interviewed (one-on-one)
- Observed every classroom in the school, including core content areas, special education ICT teaching, and push-in ENL classes

Documents Reviewed:

- Job Descriptions for all administrator positions
- Organizational Charts
- Curriculum and curricular tools for each core content area (e.g., scope and sequence documents, unit plan documents, grade level writing rubrics)
- Assessment documentation for each core content area (e.g., samples of formative and summative assessments, *i-Ready* reports)

- Board of Trustees Data Dashboard
- School Improvement Plan (July 1, 2022 – June 30, 2024)
- NYSED data warehouse accountability data (2017 to current)
- Parent engagement documents (e.g., Student and Family Handbook, Code of Conduct, artifacts from evening and Saturday events)
- Board documents (e.g., bylaws, meeting minutes, agendas, presentations, and Principal reports that include the Board Dashboard)
- Documents that outline how the school serves special populations of students
- Annual Reports
- Historical suspension data
- Financial documents (e.g., budgets and audited financial statements)
- Staff Handbook

BENCHMARK ANALYSIS

The BPS Board used the 2019 Performance Framework which outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit are presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths precedes the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

The BPS Board engaged the BPS Advisor to assist it with carrying out its authorizer obligations during the current charter term. The BPS Advisor spent extensive time at Westminster. This Report represents a comprehensive summary of evidence collected during the current charter term.

**NEW YORK STATE EDUCATION DEPARTMENT
2019 CHARTER SCHOOL PERFORMANCE FRAMEWORK RATING**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

SUMMARY OF FINDINGS

Westminster is in its 20th year of operation and serves students in Grades K-8, 96% of whom qualify for free and reduced-price lunch. During the current charter term, Westminster has prioritized adopting methods for increasing student proficiency pursuant to a school improvement

plan (SIP), which was reviewed by the BPS Board in June 2022 and implemented beginning in July 2022.

Westminster's renewal for another charter term was conditioned upon Westminster meeting a specific set of student academic performance growth metrics using the i-Ready assessments. Because of the COVID-19 pandemic, state assessment data was either non-existent or not reliable, and therefore the BPS Board utilized i-Ready data. Westminster's students have made academic growth during the current charter term as compared to both specific BPS schools and the national average.

Areas of Strength: In January 2022, Westminster hired a new principal with extensive school turnaround experience. Evidence collected during the current charter term indicates Westminster's school improvement efforts have resulted in improved instructional outcomes for its students. Westminster exceeded the achievement indicators for academic trends towards proficiency as students' academic growth exceeded national and BPS growth rates. Additionally, Westminster's math proficiency rates as measured by the state assessments increased from 10% to 28% between 2021-22 and 2022-23. Westminster's partnership with M&T Bank allows the School to focus its time and resources on teaching and learning because M&T Bank handles all of Westminster's business/back office operations.

Areas in Need of Improvement: Westminster's enrollment dropped precipitously as a result of the pending school closure in 2021, and enrollment continues to be below the 85% of its chartered enrollment. While Westminster enrolls a higher percentage of economically disadvantaged students than BPS, Westminster continues to enroll lower percentages of students with disabilities and English language learners. In 2022, the Board adopted a weighted lottery application process in order to increase enrollment of ELLs and students with disabilities.

Benchmark 1: Student Performance

Westminster Charter School /Buffalo Public School Academic Measures, Based on i-Ready Assessments

FINDING: Meets

INDICATORS:

13. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of Grade 3 through 8 general education students in Reading will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Reading (taken together) enrolled in the BPS school listed below.
14. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth all Grade 3 through 8 students in Reading will be equal to or greater than 110%.
15. For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Reading will be equal to or greater than 100%.
16. For the 2022-2023 school year, 10% of all of the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Reading.
17. In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade K through 2 students in Reading will be equal to or greater than 100%.
18. In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Reading as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.
19. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of all Grade 3 through 8 general education students in Math will be greater than the median percent

- progress to Annual Typical Growth of all Grade 3 through 8 general students in Math (taken together) enrolled in the BPS schools listed below.
20. For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth for all Grade 3 through 8 students in Math will be equal to or greater than 110%.
 21. For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Math will be equal to or greater than 100%.
 22. For the 2022-2023 school year, 10% of all the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Math.
 23. In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grades K through 2 in Math will be equal to or greater than 100%.
 24. In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Math as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

EVIDENCE FOR BENCHMARK 1:

As a result of the COVID-19 pandemic, the ability to make meaningful use of state assessment data became constrained. Consequently, similar to what NYSED did for the charters schools it authorizes, BPS developed a local accountability plan for Westminster, and utilized alternative assessment metrics for the current charter term. Specifically, BPS used i-Ready metrics. Because Westminster exceeded the academic progress and student growth metrics BPS established for the current charter term, the BPS Board recommended a full, five-year renewal. However, in April 2024, the Board of Regents recommended the BPS Board consider a short-term renewal and the requirement Westminster create a corrective action plan. Therefore, the BPS Board revised its recommendation to a four-year renewal with a corrective action plan.

i-Ready Assessment Performance:

Westminster's i-Ready data are set forth in detail below. The BPS Advisor closely monitored Westminster's i-Ready data from fall 2022 to present, and BPS's Office of Shared Accountability reviewed and analyzed the efficacy of the data to ensure the i-Ready assessments were administered with fidelity.

Overall, the i-Ready data confirms Westminster's students made significant growth during the 2022-23 school year, and that growth is continuing into the current school year, which is the last year of the current charter term. Based on the i-Ready data and evidence collected by the BPS Advisor throughout the current charter term, BPS believes this growth will accelerate continued improvement during the next charter term. In the next charter term, BPS intends to transition back to state assessments as the primary accountability measure for Westminster.

Westminster was required to meet at least 8 out of the 12 academic measures established, and the preliminary data indicates Westminster will meet all 12.

INDICATOR 1: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of Grade 3 through 8 general education students in Reading will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Reading (taken together) enrolled in the BPS school listed below.

BPS' percentage of progress: 67%

Westminster's percentage of progress: 169%

INDICATOR 2: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth all Grade 3 through 8 students in Reading will be equal to or greater than 110%.

Westminster's percentage of progress: 165%

INDICATOR 3: For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Reading will be equal to or greater than 100%.

Westminster's percentage of progress: 151%

INDICATOR 4: For the 2022-2023 school year, 10% of all of the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Reading.

Westminster's percentage of progress: 34%

INDICATOR 5: In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade K through 2 students in Reading will be equal to or greater than 100%.

Westminster's percentage of progress: 141%

INDICATOR 6: In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Reading as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

Westminster's percentage of progress: 70%

INDICATOR 7: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth of all Grade 3 through 8 general education students in Math will be greater than the median percent progress to Annual Typical Growth of all Grade 3 through 8 general students in Math (taken together) enrolled in the BPS schools listed below.

BPS' percentage of progress: 70%

Westminster's percentage of progress: 143%

INDICATOR 8: For the 2022-2023 school year, the charter school's median percent progress to Annual Typical Growth for all Grade 3 through 8 students in Math will be equal to or greater than 110%.

Westminster's percentage of progress: 143%

INDICATOR 9: For the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grade 3 through 8 students, two or more grade levels below in Math will be equal to or greater than 100%.

Westminster's percentage of progress: 141%

INDICATOR 10: For the 2022-2023 school year, 10% of all the charter school's Grade 3 through 8 students will meet their annual Stretch Growth goal for Math.

Westminster's percentage of progress: 35%

INDICATOR 11: In the 2022-2023 school year, the charter school's median percent progress of Annual Typical Growth for all Grades K through 2 in Math will be equal to or greater than 100%.

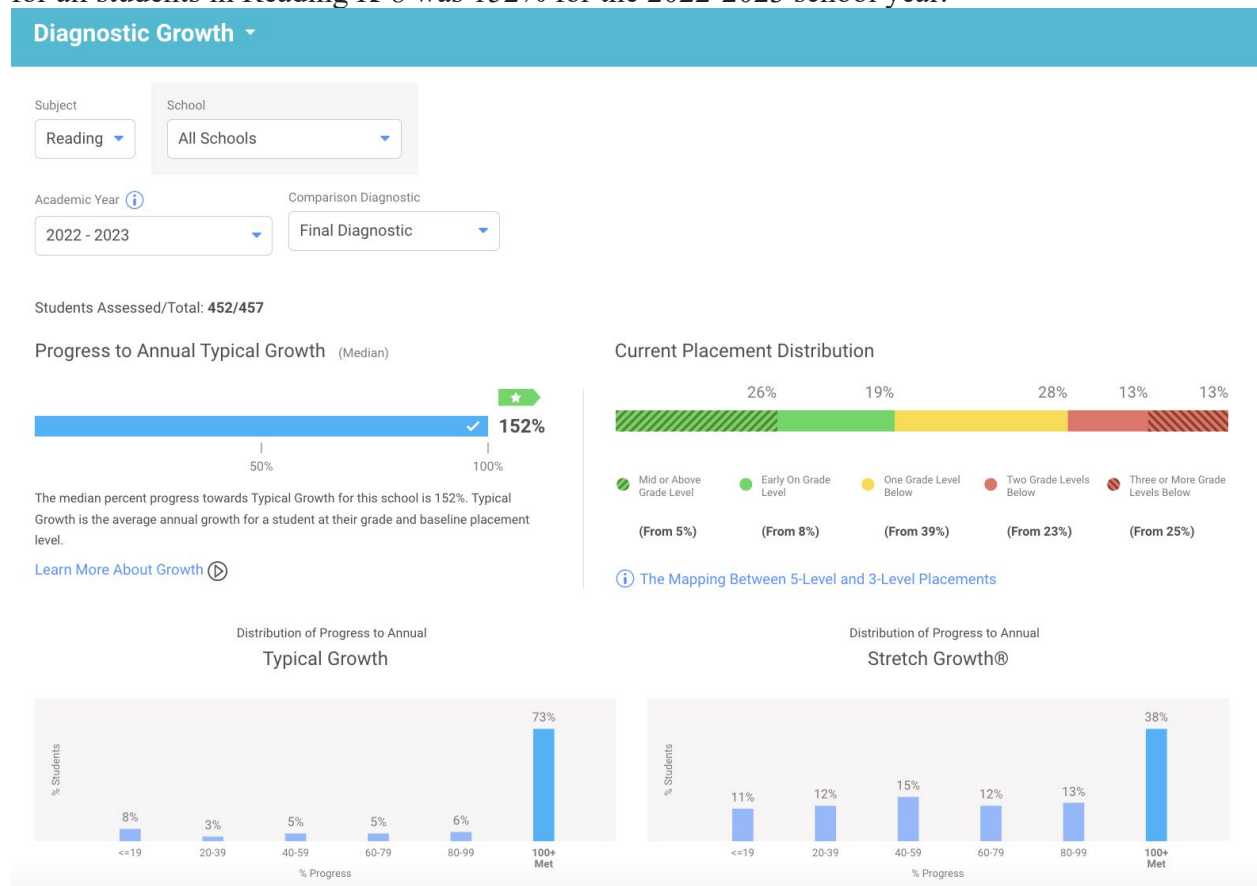
Westminster's percentage of progress: 150%

INDICATOR 12: In January of 2024, 50% of all the charter school's Grade 3 through 8 students will show growth in Math as measured by improvement between the fall 2023 diagnostic assessment and the winter 2024 diagnostic assessment.

Westminster's percentage of progress: 80%

ELA Overview

Westminster transitioned from teaching curricular programs to teaching New York State standards in ELA. Westminster began using i-Ready in January 2022. The median Annual Typical Growth for all students in Reading K-8 was 152% for the 2022-2023 school year.



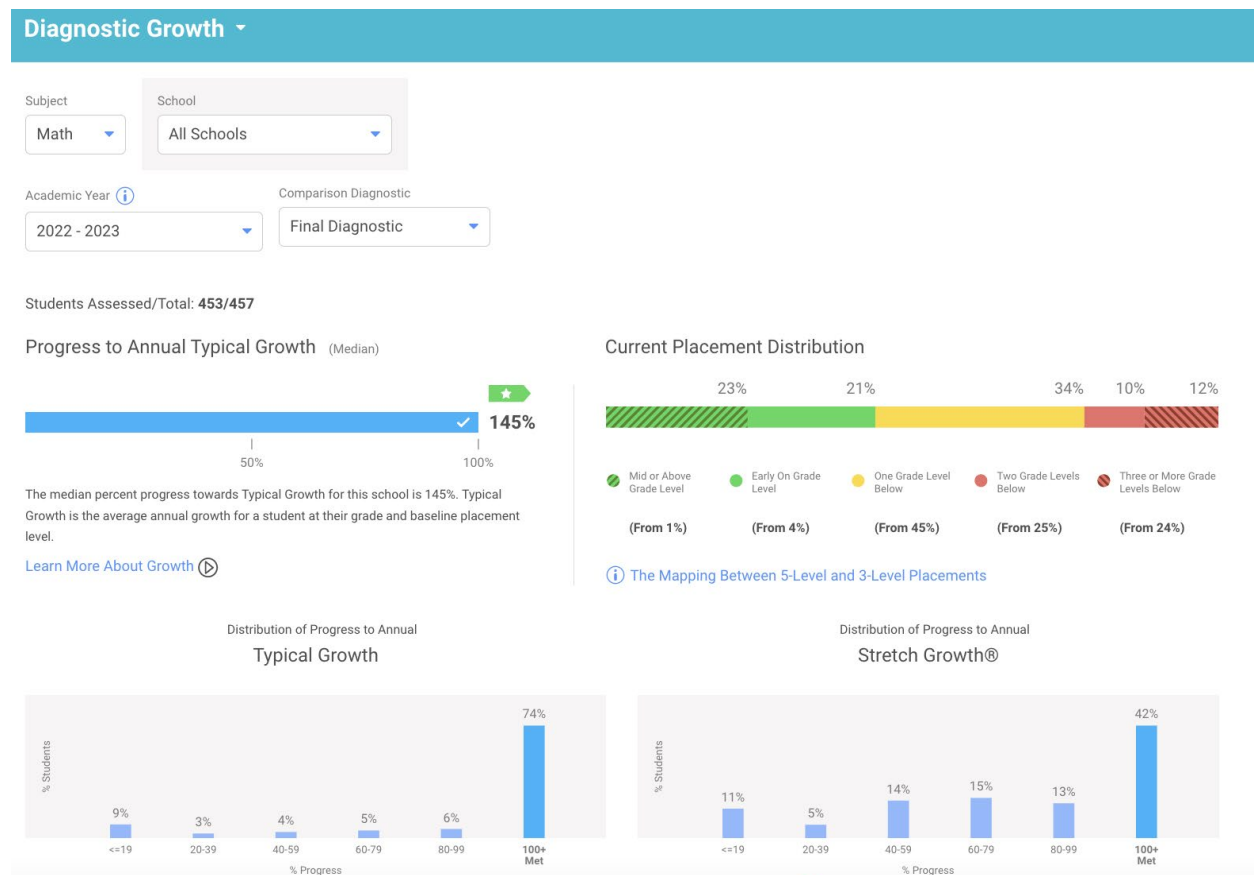
Ongoing site visits and interviews with school leadership team members indicate Westminster took several steps that led to this growth, including but not limited to:

- Providing targeted professional learning opportunities for teachers regarding understanding the New York State learning standards and how to teach ELA learning standards
- Identifying additional curricular resources for teachers to use to help students master NYS standards.

- Adjusting the master schedule to prioritize daily extended and uninterrupted instructional blocks of English Language Arts for all students
- Using data from every assessment, e.g., weekly quizzes, unit tests, i-Ready administration, to engage in action planning to support each student
- Teachers received extensive i-Ready training from Curriculum Associates.

Math Overview

Westminster also transitioned from teaching curricular programs to teaching New York State standards in math. The median Annual Typical Growth for all students in Math K-8 was 145% for the 2022-2023 school year.



Ongoing site visits and interviews with school leadership team members indicate Westminster took the following steps to achieve this growth, including but not limited to:

- Providing targeted professional learning opportunities for teachers to understand New York State learning standards and how to teach math standards
- Creating Grade level pacing guides that ensured NYS standards were taught and assessed daily in the classrooms.
- Teachers received extensive i-Ready training from Curriculum Associates.
- Using data from every assessment, e.g., weekly quizzes, unit tests, i-Ready standards mastery assessments, i-Ready Diagnostic assessments to engage in action planning to support each student.
- Adjusting the master schedule to prioritize daily extended and uninterrupted instructional blocks of Math for all students.

- A teacher team working with the administration to identify a new Core Program that better aligned to the NYS learning standards and assessment for Math K-8. This program is student-centered, where inquiry is built into each daily lesson.

New York State Assessment Performance:

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
2. School, District & State Level Aggregates**

All Students	ELA					Math				
	Westminster Community CS	Buffalo Public School District	Variance to Buffalo City School District	NYS	Variance to NYS	Westminster Community CS	Buffalo Public School District	Variance to Buffalo Public School District	NYS	Variance to NY
2018-2019	22%	25%	+3	45%	-20	19%	21%	+3	47%	-28
2021-2022	25%	24%	+1	47%	-22	10%	15%	-5	39%	-29
2022-2023	26%	27%	-1	48%	-22	28%	21%	+7	50%	-22

Note: Data in Table 1 represents tested students in grades 3-8 at the Westminster Community CS, the Buffalo Public Schools and the state average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school’s performance and the district of location or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

WCCS proficiency rates in ELA, for all grade levels, have been within a 1% variance to the district of location for the last 2 years. WCCS has shown slight growth in ELA proficiency over this period. In math, WCCS was able to show improvements in proficiency in 2022-2023, after a 6% drop from 2018-2019 to 2021-2022. WCCS has demonstrated a 7% positive variance to the district of location for math. WCCS continues to demonstrate a significant variance to the State for both ELA and math.

In 2022-2023, WCCS demonstrated significant progress in proficiency rates for English Language Learners (ELL) and Economically Disadvantaged (ED) students in both ELA and math. Not only has WCCS increased its proficiency rate, but these two subgroups are also outperforming the district of location for both ELL and ED students. However, Students with Disabilities have decreased in proficiencies from 2021-2022 to 2022-2023 and are performing well below the district of location.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Subject	School Year	<i>Students with Disabilities (Variance to the district of location)</i>	<i>ELL/MLL (Variance to the district of location)</i>	<i>Economically Disadvantaged (Variance to the district of location)</i>
EL	2018-2019	% ()	% ()	22% (+2)
	2021-2022	10% (-19)	17% (+10)	24% (+5)
	2022-2023	5% (-27)	25% (+19)	26% (+5)
Mathematic	2018-2019	% ()	% ()	19% (+2)
	2021-2022	10% (-10)	15% (+11)	10% (-7)
	2022-2023	0% (-25)	46% (+40)	28% (+11)

According to the 2022-2023 school year ESEA accountability designations, Westminster Community Charter School is *Local Support and Intervention (LSI)*.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

FINDING: Meets

INDICATORS:

1. Curriculum:
 - f. The school has a documented curriculum that is aligned to current New York State learning standards.
 - g. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
 - h. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
 - i. The curriculum is systematically reviewed and revised.
2. Instruction:

- e. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
- f. Instructional delivery fosters engagement with all students.
- g. The school differentiates instruction to ensure equity and access for all students.
- h. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.

3. Assessment and Program Evaluation:

- e. The school uses a system of formative, diagnostic, and summative assessments.
- f. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
- g. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
- h. The school uses multiple measures to assess student progress toward State learning standards.

4. Supports for Diverse Learners:

- d. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.
- e. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
- f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

EVIDENCE FOR BENCHMARK 2:

At the start of the most recent charter term, Westminster was required to create a school improvement plan (“SIP”). In January 2022, Westminster hired a new Principal with extensive school turnaround experience who developed the SIP. In June 2022, the SIP was submitted to and reviewed by the BPS Board. Additionally, the BPS Board engaged an Advisor who was charged with monitoring the Westminster’s implementation of the SIP and reporting her findings to the BPS Board at regular intervals throughout the charter term. The Principal ensured the Advisor had full access to data, classrooms, and qualitative information as requested. In this way, the BPS Board was able to gain a deep understanding of the quality of school improvement work underway at Westminster.

As discussed in Benchmark 1, because of the COVID-19 pandemic, during the charter term, the ability to make meaningful use of State assessment data became constrained. Consequently, like NYSED did for the charters schools it authorizes, BPS developed a local accountability plan for Westminster, and utilized alternative assessment metrics for the current charter term. Specifically, BPS used i-Ready metrics in lieu of the State assessment metrics.⁶ The BPS Advisor closely monitored Westminster’s i-Ready data from fall 2022 to present, and BPS’s Office of Shared Accountability reviewed and analyzed the efficacy of the data to ensure the i-Ready assessments were administered with fidelity. Westminster significantly exceeded the academic progress and student growth metrics BPS established for the current charter term.

Notable improvements during this charter term include:

- Curriculum Associates trained all teachers on *i-Ready* and provides ongoing onsite support
- The Administration Team was trained in *Data Wise* through Harvard’s Graduate School of Education

⁶ For the new charter term, BPS intends to transition back to evaluating Westminster using state assessment data.

- Teachers were trained and implemented a five-step data cycle, which includes prediction, looking at data, making observations, making inferences, and developing an action plan; and teachers review formative and summative assessments using this cycle
- The school developed an assessment calendar that includes three *i-Ready* diagnostics, two *i-Ready* growth monitoring assessments, two interim assessments, and the state assessments
- The *i-Ready* program, including the instructional suite, was implemented
- Westminster’s RTI model was redesigned to align with *RTI at Work* (by Solution Tree). At Tier 1, all students have access to grade-level essential standards; at Tier 2, students have additional time to master grade-level essential standards; and at Tier 3, students receive intensive reinforcement in universal skills
- Westminster adopted a school-wide writing process for text-based, evidence-based written responses that mimics 2-point state assessment constructed responses
- Pacing guides were developed for all classes using the *Teacher Clarity* process developed by Fisher and Frey
- All staff received training on the CHAMPS model, and CHAMPS was implemented beginning in fall 2023
- The Principal shares academic information via a weekly parent newsletter
- Spring parent conferences were added to ensure parents know students' academic progress

INDICATOR 1: CURRICULUM:

- a. **The school has a documented curriculum that is aligned to current New York State learning standards.**

During the current charter term, Westminster has adjusted its approach to how it develops and utilizes curriculum. Previously, Westminster taught curricular programs (*i.e.*, taught directly from a textbook); it now uses the New York state learning standards to guide its instruction and uses curricular programs as curricular tools. Westminster reports this approach has dramatically improved the quality of curriculum and instruction.

English Language Arts:

At Westminster, the ELA New York State learning standards are the curriculum. Westminster uses a variety of curricular resources to meet those standards. For example, throughout the charter term, Westminster continues to use *Wit & Wisdom* for Grades 3-8. *Into Reading* is used for Grades K-2 based on the program’s phonemic awareness, phonics, morphology, spelling and comprehension along with its high yield instructional strategies (individualization, interventions for special needs and direct instruction). In fall 2023, Westminster adopted Houghton Mifflin Harcourt’s *Structured Literacy* supplement to the *Into Reading* curriculum. To support students with specific NYS Next Generation ELA standards, the school utilizes *Ready Reading and Writing* lessons.

Mathematics

The New York state learning standards are also the curriculum for math. Westminster conducted a curriculum review in spring 2022 as part of the development of its SIP. As a result, in fall 2022, Westminster transitioned to i-Ready Classroom Mathematics for Grades K-8. The curriculum was chosen because Westminster determined it has a high level of rigor and a student-centered focus.

Social Studies

Westminster’s social studies curriculum is based on the New York State Social Studies Framework. In grades K-2, units are embedded in the *Into Reading* program to integrate social studies and ELA. Teachers in Grades 3-8 utilize the New York State Framework-aligned *History Alive* as a primary curricular tool which includes primary sources and activities for each unit. In Grades 7 and 8, Westminster implemented document-based question (DBQ) tasks as the summative assessment in each inquiry-based topic. In addition, Westminster uses *Wit & Wisdom* theme units for grade 3-8 where students complete content-based book studies connected to topics in the New York State Framework.

Science

During the current charter term, Westminster followed the New York State Roadmap to Science and used *Mystery Science* as a primary curricular resource for Grades K-4. This resource is inquiry-based and includes videos, discussions, and hands-on activities to “solve” mysteries.

Westminster uses *Amplify Science* for Grades 5-8, which is aligned to the NYS P-12 Science Learning Standards. The curriculum focuses on real-world challenges and integrates technology and digital resources with hands-on experience and interactive classroom activities.

Advanced Courses

During the current charter term, Westminster has offered high school Algebra and high school Spanish proficiency. During the 2022-23 school year, students earned a total of 28 credits in these two subject areas.

- c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.**

During the current charter term, Westminster monitored horizontal alignment of its curriculum in three primary ways: (1) holding weekly grade level meetings at which teachers shared challenges, reviewed student progress and mastery data, and developed action plans to improve results; (2) ensuring grade level teams had common planning time to work together on lesson and unit plans, grading, and other grade-level matters; and (3) scheduling time for the Instructional Coach and administration to work with teachers during their planning times to monitor pacing.

Vertical alignment is specifically addressed in two primary ways: (1) Over dedicated workdays in the summer, grade level teams meet with the administration and the instructional coach to review prerequisite skills. The teams then review students’ achievement data from the previous year and adjust their pacing guides to include reteaching as necessary; and (2) In fall 2022, Westminster formed an Instructional Leadership Team (ILT) which reviews achievement data and develops school-wide improvement plans on a monthly basis. Westminster reports vertical alignment occurs through these meetings.

- d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills, and concepts, including students with disabilities, English language learner/multi-lingual learners, economically disadvantaged students, and other subgroups.**

Westminster uses several research-based intervention programs to meet specific student needs. *Heggerty Phonemic Awareness* curriculum was implemented beginning in fall 2023 for supplemental phonics instruction in grades K-2, incorporating the *Science of Reading Foundations* is used in K-4 for students below grade level in reading. Students below grade level in Grades 3-8 use *Phonics for Reading*.

Throughout the current school year, the Instructional Coach, administrators, and teachers have used *Solution Tree RTI at Work* protocols to identify the highest-priority standards in reading and math. Students who do not master an essential standard receive reteaching during a dedicated intervention period. After essential standards are identified teachers spend time developing an action plan for each student who did not master the standard.

Westminster implemented the *Personal Pathway* component of the i-Ready program whereby students take a diagnostic assessment and then receive differentiated content via assignments in literacy and math tailored to their unique needs.

- e. The curriculum is systematically reviewed and revised.**

Throughout the charter term, Westminster surveyed instructional staff to collect feedback regarding various school systems including the current curriculum. School leaders also looked at data from state tests, benchmark assessments as well as reading levels to determine if there were any areas where new or revised curriculum may better serve students. When changes occur within the New York State standards, administration takes steps to ensure the current curriculum is aligned with the most up-to-date standards. As an example, to prepare teachers for the Next Generation Learning Standards, the administration trained teachers utilizing the work of Fisher and Frey on teacher clarity.

INDICATOR 2: INSTRUCTION

- a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices aligned to this understanding.**

During this charter term, Westminster has made progress in building staff's collective understanding of high-quality instruction that supports all learners. At summer professional development sessions, teachers work with the Instructional Coach, administrators, and professional development presenters to create pacing guides, unit plans, and lesson plans for the school year. Lesson plans are based on NYS Learning Standards and identify curricular resources to be used. Teachers submit lesson plans to administration for review. Teachers receive feedback on plans and where adjustments could be made to increase rigor and engagement. Teachers also get feedback on their lesson plans during team meetings and adjustments are made in collaboration with each other and administration. ELA and Math unit and interim assessments are closely aligned to the state assessments. Teachers work closely with the Instructional Coach and Assistant Principals to create assessments that reflect questions and the format of the state assessments and focus on frequently-tested standards.

b. Instructional delivery fosters engagement with all students.

During the current charter term, Westminster engaged SchoolWorks to conduct programmatic audits. Student engagement was identified as an area in need of improvement. As a result, Westminster reports it has focused on the following strategies to increase student engagement:

- Active Learning that encourages students to engage with the material through discussions, group activities, problem solving or hands-on projects that promote deep understanding and retention of information
- Differentiation based on student learning styles and abilities whereby instruction is offered in various ways to access and demonstrate knowledge through visual aids, audio resources and hands-on activities
- Checks for understanding through quizzes, polls or discussion assists teachers in adapting their teaching methods and provide timely support
- Scaffolding breaks down complex concepts into smaller more manageable steps which allows students to gain proficiency, develop skills and understanding over time
- Technology integration through online platforms, simulations and digital resources enhance learning experiences and different learning styles
- Visual aids such as diagrams, charts and images illustrate complex concepts for more accessible and memorable material
- Questioning techniques are used such as open-ended questions to stimulate critical thinking, class discussion and encouraging students to ask questions
- Constructive feedback with a focus on specific strengths and areas for improvement helps students track their progress and make necessary adjustments

c. The school differentiates instruction to ensure equity and access for all students.

During the current charter term, Westminster implemented several measures to improve differentiation of core curriculum for all students, including data meeting procedures, i-Ready assessments, and online learning tools such as *ThinkTech* and *Reading A-Z*. Through weekly PLC meetings, and professional development, teachers review and plan differentiated content with student data from formative, summative, diagnostic, and interim assessments.

Westminster uses *Heggerty Phonemic Awareness* as a differentiation tool for Grades K-2, and for students in Grades 3-6 whose phonics/phonemic awareness deficits interfere with comprehension. Westminster's teachers use i-Ready assessment data to develop instructional groupings for each intervention block class. Students work both in groups of students at similar performance levels and groups of varied performance levels. Curricular resources include differentiation ideas for teachers, including English language learners and students with disabilities, including explicit vocabulary and grammar instruction, content knowledge integrated into English instruction, and partner work.

Additionally in math, teachers break their classes into groups and use math centers or group stations, assign specific lessons to select students depending on their level of understanding, and/or differentiate skill practice using i-Ready instructional lessons which, among other things, allows students to solve problems using different strategies which is another way teachers can differentiate.

Westminster reported that 86% of its instructional staff attended 2023-24 summer professional development sessions related to their core content area. During these sessions, general education teachers co-planned with special education and English language learner teachers to create lesson plans accessible to all learners. Once these long-term planning tools were complete, teachers collaborated with their grade-level teams to develop classroom specific lesson plans which included the modification used to differentiate instruction based on individual student needs.

Throughout the year, special education and English language learner teachers collaborate and co-plan with general education teachers during common planning time. Westminster has Integrated Co-Teaching (ICOT) classrooms at each grade level, and special education teachers co-teach with general education teachers after planning together how to support the needs of all students.

Each grade has a minimum 30-minute block daily for Response to Intervention (RTI), where teachers pull small groups and provide differentiated supplemental instruction to students in the class. Westminster's RTI model includes both intervention and enrichment.

d. The school provides staff with professional development opportunities that promote best practices and improve all students' success, including subgroups.

During the current charter term, Westminster provided the BPS Advisor with evidence it has provided instructional staff with professional learning as follows:

- Built capacity of all teachers to align their lesson plans and assessments with the Next Generation NY Standards and the state assessments
 - Administrators work with teachers to develop pacing guidelines reflective of standards and assessment
 - Teachers work in grade-level teams during PLC to update pacing guidelines as needed
 - Curriculum companies facilitate sessions to support teachers with updating pacing guides specific to the product
 - The Instructional Coach is assigned to work with teachers who are struggling with the standards/curriculum and works directly with teachers on improvement plans
- Built teacher capacity to utilize assessments that measure student growth to standard mastery and give feedback to students.
 - PLCs allow teams to review the data cycle and develop action plans based on proficiency from the past week's standard focus skill
 - Teachers work with administration to develop RTI groups based on i-Ready assessment data as well as classroom mastery of grade level skills
 - Teachers trained on monitoring student progress post interventions
 - Student work and practice state assessment questions are group-scored in grade level PLCs with administration to ensure feedback is consistent and based on the rubric
 - Summer training for *i-Ready*, *i-Ready Classroom Math*, *Into Reading*, and *RTI at Work*

INDICATOR 3: ASSESSMENT AND PROGRAM EVALUATION

a. The school uses a system of formative, diagnostic and summative assessments.

Evidence collected during the current charter term indicates Westminster utilizes a school-wide assessment system composed of valid and reliable tests as well as curriculum-embedded

benchmark tests. The system includes the following diagnostic, formative, interim, and summative assessments.

- **i-Ready ELA and math assessments:** Beginning in January 2022, Westminster adopted and implemented i-Ready and administers diagnostic, formative and summative assessment three times per year as required by the renewal conditions
- **End-of-unit assessments:** Summative assessments provided via curricular resources or teacher-created are used at the end of units to assess mastery
- **Topic assessments:** In Grades 3-8, Westminster uses the *i-Ready* assessment program to generate standards mastery checks for topics; K-2 teachers create these with the assistance of the Instructional Coach.
- **A diagnostic math screener** is administered three times a year to identify each student strength and weakness in math. Each student is given an individualized growth goal based on their score and current grade level to track yearly progress.
- **Practice state assessments:** Teachers in Grades 3-8 administer 10-week and 25-week interim assessments reflective of state assessments.
- **i-Ready instruction:** A personal learning plan for each student whereas a student completes 30 minutes of lessons each week culminating with a quiz to reflect mastery of content. Teachers regularly review the data to determine if students are progressing at a sufficient rate or if more support is needed.
- **Checks for Understanding:** Teachers use daily checks such as exit tickets to track progress towards mastery.

e. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.

In 2022-2023 as part of its SIP, Westminster expanded its use of the *Data Wise Improvement Process* to encompass all types of data to inform instruction including: discipline, attendance, i-Ready, interim assessments, unit assessments, parent participation, surveys, and SQR reports. Evidence collected during the charter term indicates action plans are consistently created using the *Data Wise Improvement Process*, and it is a core instructional improvement strategy.

Additionally, Westminster uses data to make decisions about what resources to offer, such as RTI, tutoring, and work with intervention staff. Attendance and discipline data is used to make decisions and develop action plans for improvement in these core areas. It is also used to make decisions about professional development.

f. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.

During this charter term, Westminster focused on developing the capacity to analyze the quality and effectiveness of its academic programs. The school contracted with SchoolWorks to come in and conduct two School Quality Reviews (SQR) to help provide formative feedback on the state of the school. The reviews include an action planning process in which the team and the school work together to identify prioritized areas for improvement. The SQR protocol and review process gave the school a third-party perspective on the current quality of the school for all students. Notably, the school's newly formed ILT worked with SchoolWorks after the SQRs to identify the root causes and prioritize improvement areas. As a result, the school developed an action plan for 22-23 and 23-24 to increase classroom effectiveness. The school formed an Instructional Leadership Team (ILT) of grade-level leads and special area leads, including SPED, ELL, electives, SEL, and administrators. The primary work of the ILT is to improve instruction by

focusing on student learning and achievement. The team meets monthly to discuss trends, analyze data and student work, assess progress toward goals, plan professional development, and discuss action steps in the Action Plans.

In the Spring of 2022, a curriculum audit was conducted after the new Principal with turnaround experience joined the school. It was found that the curricular programs did not meet the school's needs and needed to prepare students for the NYS assessments' rigors more effectively. It was found the school was teaching programs and not standards, so committees were formed to identify more appropriate curricular resources. These committees, which included teachers from multiple grade levels, identified new curricular materials and the need for the school to develop pacing guides based on the standards and not the programs. Starting in Fall 2022, teachers followed standards-based pacing guides and implemented K-2 Into Reading for ELA, 3-8 *Wit & Wisdom* supplemented with i-Ready Lessons and K-8 i-Ready Classroom Math.

For the first year of the SIP, Westminster added two additional Assistant Principals to allow for a high level of teacher support in implementing the data analysis and standards-based instructional process needed in the school. Each classroom received a weekly walkthrough from administration. In the 22-23 school year, a Director of Student Support was moved from a teacher position to a program admin. The position gives them more ability to work with multiple special groups. This holistic approach allowed support services for students, SPED, ELL, and behavioral, all falling under one person, increasing students' effectiveness and not separating services. This program admin. analyzes school performance by subgroup to determine the extent to which the academic program supports the needs of subgroups of students, including economically disadvantaged students, students with disabilities, and English language learners.

- g. The school uses multiple measures to assess student progress towards state learning standards.**

All of the assessments listed in Indicator 3.a., above, are aligned to New York State learning standards.

INDICATOR 4: SUPPORTS FOR DIVERSE LEARNERS

- a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.**

Westminster has complied with New York State's special education and ELL identification requirements. A special education-certified administrator oversees the special education program and ensures the school is in complete compliance with New York State regulations, charter school law, Child Find, and IDEA. The administrator also manages and reviews the referral process to ensure that all mandated services are received and submits annual reports and ensures that students have appropriate individualized education plans and that they are being properly implemented. The administrator works with BPS's Committee on Special Education and oversees the relationships with related service providers, including speech and language therapy, occupational therapy, and physical therapy. These third-party providers also work with special education and classroom teachers to promote students' success.

Westminster reports it identifies English language learners through administering the Home Language Questionnaire as a screening tool, and if indicated, interviewing the family and administering the NYSITELL. All English language learners take the NYSESLAT assessment each spring until they reach the Commanding level (or, in the case of students in grade 3-8, score

a Level 3 or higher on the New York State ELA test and reach the Expanding level on NYSESLAT) and exit the ELL program.

- d. The school provides supports to meet the academic needs for all students, including but not limited to SWDs, ELLS and ED students.**

Westminster employs only New York State-certified special education teachers, and uses Integrated Co-Teaching services for students with disabilities. In addition to co-teaching, special education teachers are responsible for proper IEP implementation and progress monitoring of annual goals. Special education teachers also work with outside related service providers to communicate students' classroom progress and exchange evidence-based strategies to help students succeed.

Evidence collected during the charter term indicates English language learners participate in a general education classroom and receive services from certified ELL teachers who push in and out of the classroom as necessary and collaborate with general education teachers. ELL teachers ensure students have access to appropriate accommodations including adaptations to curriculum and vocabulary instruction, as well as math and science state tests provided in students' home languages as mandated by students' level of English proficiency, measured on NYSITELL/NYSESLAT.

- c. The school has systems to monitor the progress of individual students to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.**

Westminster has strengthened its systems for progress monitoring during the current charter term and formalized its Response to Intervention (RTI) systems. Westminster's uses its system of assessments (see Indicator 3.a., above) to identify students in need of additional support and monitor progress towards the performance goal.

Westminster's RTI model is as follows:

Tier 1: Westminster defines Tier 1 as research-based instruction and positive behavioral intervention supports for all students. Tier 1 Intervention includes small group re-teaching, flex grouping, small group strategy work, guided reading, conferencing, and *i-Ready* instruction. Tier 1 interventions are usually related to the specific unit of study being addressed in the classroom at that time. Beginning in fall 2023, Westminster added *Into Reading* to provide direct instruction in phonics and phonemic awareness for Grades K-2.

Tier 2: Westminster provides Tier 2 interventions to students struggling with grade-level concepts. These interventions may be provided by a classroom teacher, a reading specialist, special education teacher, interventionist, or other support staff and focus on areas of student need identified by the classroom teacher and interventionist through data from *i-Ready*, diagnostic assessments, screening, or other assessments. Westminster utilizes *Heggerty*, *i-Ready Instructional Lessons*, *Foundations*, *Phonics for Reading*, *Florida Center for Reading Research*, and *Intervention Central* for Tier 2 interventions. Each student has an individual goal that is tracked bi-weekly via meetings with the intervention teacher, classroom teacher and administrator. Progress is assessed at the end of each quarter and adjustments are made as needed at that time.

Tier 3: Westminster's Tier 3 includes intensive interventions to students significantly below grade level and lacking universal skills needed to be successful. Interventions increase in frequency, intensity, and duration based on targeted assessment results. Research-based interventions include

Heggerty, i-Ready instructional lessons, *Foundations, Phonics for Reading, Florida Center for Reading Research, and Intervention Central*. Student progress is monitored weekly to determine the students' responses to intervention. The intervention teacher, classroom teacher, and administration meet bi-weekly to monitor progress towards Tier 3 goals.

Several structures facilitate communication between classroom teachers and intervention teachers:

- Intervention teachers have access to assessment data dashboards to see how their students are performing on classroom and interim assessments.
- Classroom teachers have access to the progress monitoring spreadsheets that intervention teachers keep for each student.
- Classroom teachers and the intervention teacher have longer meetings once per quarter to review the previous quarter's interventions and identify needs and groupings for the next quarter.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

FINDING: MEETS

INDICATORS:

5. Measures of Culture, Climate, and Student Engagement:
 - a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location.
 - b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location.
 - c. The school has a process in place to measure and evaluate school climate and culture.
6. Behavior Management and Safety:
 - a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
 - b. The school uses a tiered approach to behavioral interventions that support student social- emotional development.
 - c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.
 - d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
 - e. Classroom environments are conducive to learning and generally free from disruption.
7. Family Engagement and Communication:
 - a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
 - b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.

- c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. The school has a systematic and transparent process for responding to family or community concerns.
 - d. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. The school shares its New York State exam participation rate compared to the district of location.
8. Social-Emotional and Mental Health Supports:
- a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
 - b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
 - c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
 - d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
 - e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

EVIDENCE FOR BENCHMARK 3:

INDICATOR 1: Measures of Culture, Climate, and Student Engagement

- a. **The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location.**

Westminster has processes and procedures in place to address chronic absenteeism. Prior to the Covid-19 pandemic, Westminster’s chronic absenteeism rate was 13%. Westminster reports its current (fall 2023-present) chronic absenteeism rate of 53%.

During the current charter term, Westminster developed a three-tiered approach to supporting students who are chronically absent utilizing extensive resources from Attendance Works. The approach includes:

- Attendance data is reviewed monthly by the administration and SEL teams, at Board committee meetings, and at Board meetings.
- Daily robo-calls for all absent students and daily personal calls to all Tier 2 and 3 absent students.
- Two staff with ties to the community check in daily with students, make home visits, and support families.
- The Student Support Team reviews attendance data monthly and completes a root cause analysis on each student to determine how to best support individual families.
- The school has celebrations for students that show improvement in attendance.

CHRONIC ABSENTEEISM DATA	SY2021-22	SY2022-23
Westminster Community Charter School	ALL: 56.8% ED: 57.3% SWD: 61.5% ELL: 50.0%	ALL: 54.9% ED: 55.8% SWD: 41.5% ELL: 55.9%

Buffalo Public Schools	ALL: 70.2% ED: 74% SWD: 77.6% ELL: 64.4%	ALL: 59.3% ED: 63.4% SWD: 66.6% ELL: 55.4%
------------------------	---	---

- b. The school has processes and procedures in place to address out-of-school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location.**

In the previous charter term, Westminster’s out of school suspension was trending at 5-6% of the school population; post Covid-19, suspensions increased dramatically, but are now trending back down to pre-Covid numbers. To date this school year, Westminster reports 7% suspension rate.

Westminster holds re-entry meetings that include a parent, teacher and administrator upon a student’s return from suspension. During the current charter term, Westminster added an in-school intervention room to prevent suspensions. This has led to a decrease in the number of out-of-school suspensions and a decrease in overall missed instructional time. Westminster reports it has aligned the school’s social emotional supports and infrastructure to incorporate the intervention room, including mentoring programs, in-house support groups, school counselors, a school social worker, a Kaleida social worker and a YWCA social emotional coordinator. During the current charter term, all staff at Westminster received training in CHAMPS, from Safe and Civil Schools.

OUT OF SCHOOL SUSPENSION DATA	SY2021-22	SY2022-23
Westminster Community Charter School	24%	17%
Buffalo Public Schools	16%	15%

- e. The school has a process in place to measure and evaluate school climate and culture.**

The school utilizes *Panorama Education* to survey students, families, and staff. The surveys capture student voice through measuring classroom experiences. The survey has nineteen key topics, from pedagogical effectiveness and school climate to student engagement and growth mindset. Westminster uses its five-step data process to evaluate this data and make adjustments. For example, Westminster reports it used this data to adopt the *Safe and Civil Schools’ CHAMPS* training.

INDICATOR 2: Behavior Management and Safety

- a. The school has a clear approach to behavioral management including a written discipline policy that is applicable to all students.**

Westminster reports using a blend of restorative practices and Positive Behavioral Intervention Supports (PBIS) practices as its framework for behavior management. This includes, for example, school-wide daily circles. Students in grades 7-8 also have daily small group advisory periods during which daily circles are held. Westminster’s intervention room is another component of its restorative practices framework. This space is run by designated staff members who have been

trained in restorative practices including mediation. Westminster’s teachers utilize CHAMPS in all classrooms to give students clear expectations for behaviors.

Westminster’s Student and Family Handbook includes its discipline policy and anti-harassment policies (including its Dignity for All Students Act (DASA) policy).

- b. The school uses a tiered approach to behavior interventions that support student social emotional development.**

Westminster implements the following approach to behavior interventions in three tiers.

Tier 1 Supports:

- Restorative Practices:** All Grades K-8 classrooms use daily circles to build community and relationships.
- Advisory:** 7th and 8th grade students participate in a daily, small-group advisory program.
- Positive Behavior Intervention Supports (PBIS):** Westminster uses a PBIS system that includes a token economy system and Student of the Month assemblies with academic and SEL awards.
- Classroom supports:** Counselors provide push-in to classrooms for support and to teach lessons aligned to the state’s framework for mental health education.

Tier 2 Supports:

- Counseling:** Three school counselors provide Tier 2 services including small group counseling, mediations, attendance interventions, academic reviews, and high school support.
- Check-in, Check-out (CICO):** Students flagged using data from the DESSA social-emotional assessment may be referred to CICO and have daily goals connected to the universal behavior expectations. A daily, period-by-period report is signed by the teacher, who assigns a score based on a student’s performance on their goals.
- ISI (In School Intervention) Room:** Based on DESSA data, students may have regularly scheduled appointments in the ISI Room with members of the SEL team including community mentors.
- Restorative Practices:** Conflict resolution and mediation are the primary Tier 2 restorative practices.

Tier 3 Supports:

- Social workers:** Westminster employs a full-time social worker. The Kaleida Health Clinic also employs a full-time social worker. They work with students one-on-one on a weekly or bi-weekly basis.
- Connecting with outside supports:** For students with more intensive social-emotional needs, the school counselors and social workers collaborate with families to help them obtain outside services, such as additional counseling.
- Behavior supports:** Students receiving Tier 3 supports may have behavior contracts and/or behavior support plans (or behavior intervention plans for students with disabilities) to address targeted behavioral needs.
- Check-in, check-out (CICO):** Students receiving Tier 3 supports may have a more individualized CICO system, such as more targeted goals or more frequent check-ins with their assigned check-in teacher.

- c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.**

The BPS Advisor conducted multiple site visits throughout the charter term and finds the school provides a safe environment for all members of the school community. Westminster uses security measures for visitor and parent entry. The School remains locked throughout the school day, and it uses the Raptor system for visitors to flag any person who should be denied admission to the building. Westminster provides all staff members with initial training on the building-level emergency response plan at the start of each school year, administers online Vector trainings throughout the year, and facilitates fire and safety drills as required by law throughout the school year.

- d. The school has systems in place to ensure that the environment is free from bullying, harassment and discrimination in accordance with the Dignity for All Students Act.**

Westminster has established systems to ensure that the school environment is free from bullying, harassment and discrimination, including:

- Westminster has a board approved DASA policy, incident reporting form, and name and contact information of the DASA Coordinator posted on the school's website
- Westminster's DASA policy was submitted with its charter application in the NYSED charter school portal
- DASA is incorporated into Westminster's Code of Conduct
- All staff members receive training on the school's DASA policy each year during summer professional development
- All staff members receive comprehensive training on the school's PBIS system including sessions during the summer and throughout the school year

- e. Classroom environments are conducive to learning and generally free from disruptions.**

Westminster's classrooms are conducive to learning. During a recent site visit, the BPS Advisor observed multiple classrooms across all grade levels and students were generally on task and engaged in their lessons. The BPS Advisor did not see evidence of student behavior disrupting the learning process for other students. Teachers also receive embedded coaching and support in classroom management.

INDICATOR 3: Family Engagement and Communication

- a. The school communicates with families in their preferred language to discuss student's strengths, progress and needs and engages them as part of the school community.**

The vast majority of ELL students at Westminster are native Bengali speakers. Westminster has Bengali-speaking staff along with the Language Line to communicate with families. Westminster uses a translation service to translate all school-to-home communications into the language parents identified as their primary language in their enrollment documents.

- b. The school uses multiple methods of family engagement for all communication with parents in their preferred language, regardless of the disability status or language ability of their children.**

Westminster communicates with families through electronic weekly newsletters, phone calls, text messages, emails, mailings, and social media (e.g., Facebook and Twitter). All of these

communications are translated into the parent-identified primary language. Because most parents pick up and drop off their children at Westminster, a significant amount of relationship-building occurs during these times.

- c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. The school has a systematic and transparent process for responding to family or community concerns.**

Westminster administers parent surveys at least two times each year. In the fall, parents are asked their current level of satisfaction and to identify areas they would like to participate in during the year. In 2022, Westminster started a Parent Advisory Committee (PAC) and its membership has grown from 14 to 42 current parent members. The PAC volunteers suggest, plan, and volunteer to work at school-related events and assist with building school-parent relationships.

Westminster has several strategies for responding to parent concerns: (1) an “open door policy” to address parent concerns whereby parents can drop in and meet with an administrator if one is available (otherwise an appointment is scheduled); (2) a monthly principal-parent Zoom meeting where parents can express concerns and ask questions; and (3) the principal’s weekly newsletter also encourages parents to reach out with concerns.

School achievement data, both internal and external, is shared with parents through the weekly newsletter and during monthly parent meetings. Individual student results are shared with parents during conferences in the fall and spring. If parents are unable to attend, their student’s reports are sent home with a note to reach out with questions or concerns.

- d. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. The school shares New York State exam participation rate compared to the district of location.**

To communicate student achievement data to parents, Westminster provides each family with a Individual Student Reports (ISRs) from New York State. The school also shares student’s *i-Ready* reports with parents during the school year. Parents receive the student’s assessment results at parent teacher conferences in the fall and spring. Report cards are sent to parents four times per year. Finally, progress reports are posted in the parent portal every five weeks.

To communicate school-level data to the community to promote transparency and accountability, the school’s public student achievement data is shared through several public channels including in the Buffalo News, on its website, through NYSED’s website, and on the news. Westminster’s website links to these pages for transparent communication about the school’s academic performance. Westminster posts a link to its NYSED School Report Card on its website.

INDICATOR 4: Social-Emotional and Mental Health Supports

- a. The school has systems, programs and curriculum in place to support the social-emotional and mental health needs of students.**

Westminster follows a three-tier model of social emotional supports in compliance with Part 135 of the Commissioner’s Regulations (related to mental health support and curriculum for students of all ages). (See Indicator 3(b), above). Westminster provides mental health education instruction in self- management, relationships, and resource management and determines individual students’ levels of needed supports using the Devereux Student Strengths Assessment (DESSA).

b. School leaders collect and use data to track the social-emotional needs of all students including students in subgroups.

Classroom teachers complete a DESSA assessment for every student in their homeroom three times per year, and Westminster uses 10-week intervention cycles for purposes of tracking, measuring and adjusting supports. Specifically, after each assessment is given, teachers meet with the counselors and flagged students receive tiered levels of support.

Westminster also monitors students' social-emotional needs, individually and at a school level as follows:

- Counseling referrals
- Check-in, check-out
- Disciplinary referrals
- Attendance data
- School climate student survey
- Grades and assessment scores
- Teacher requests for assistance

c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.

Evidence collected during the current charter term indicates Westminster uses data (from interventions explained in Indicator 4(b), above, to measure the impact of social-emotional support, including:

- At weekly SEL meetings, the school counselors and administrators meet with each grade level team to review data from DESSA, check-in check-out, attendance, disciplinary referrals, and more.
- During the 10-week intervention periods, teams monitor progress and growth at their weekly SEL meetings, making adjustments as needed to help students grow. During the 3-week periods after the 10-week interventions end, teams complete the DESSA assessment, analyze data, see which interventions helped students, and then adjust as needed before the next 10-week period begins.
- School leaders hold weekly student support team meetings with the SEL team to review behavioral, attendance and intervention data to identify school-wide social emotional needs. There is evidence the administration takes steps to build staff capacity where patterns of behavior reflect areas of needed adult professional learning.
- The SST meets weekly to review academic, discipline, attendance, and/or requests for assistance data to identify students needing support and determining the type of support. This same practice is repeated at the administrative levels, reviewing trends by teacher and grade level bands to assess teachers in need of support and or professional development.

d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.

All Westminster staff completed Conversation, Help, Activity, Movement, Participation and Success (CHAMPS) training with Safe and Civil Schools during summer 2023. This approach to classroom management and behavior support is designed to create a safe and civil school environment by providing teachers and students with a common language and set of expectations for behavior, and to establish clear and consistent rules and routines in the classroom.

- j. **The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational programs. The school has a McKinney-Vento Coordinator that staff can identify.**

Evidence collected during the charter term indicates Westminster provides McKinney-Vento students with one-on-one counseling and mentoring, school supplies, backpacks, uniforms and transportation based on family need. Westminster partners with the Buffalo Promise Neighborhood's Two-Generation Program to provide services for any long-term needs such as housing, job training and placement, soft skills/resume writing, and financial wellness. Bi-weekly team meetings provide updates and seamless communication among all parties.

The McKinney-Vento Coordinator is the direct liaison to families who are homeless and provides the link with school employees and service providers. The coordinator meets with each family to determine needs, completes the STAC-202 form, and ensures each family completes the Housing Questionnaire. Communication is made to all school parties to confirm data accuracy. The coordinator contacts the family on a monthly basis to inquire about any changes, updates, or any additional needs for the family.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

FINDING: MEETS

INDICATORS: [Derived from Annual Independent Audited Financial Statements]

3. Near-Term Indicators:
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Composite Score
 4. Sustainability Indicators:
 - a. Total Margin
 - b. Debt-to-Asset Ratio
 - c. Debt Service Coverage Ratio
-

EVIDENCE FOR BENCHMARK 4:

Overall, Westminster is in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The BPS-BOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.⁷

⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. WCCS’s composite score for 2022-2023 is 2.40. The table below shows the school’s composite scores from 2020-2021 to 2022-2023.

1. **Table 3: Westminster Community Charter School’s Composite Scores**
 2. **2020-2021 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2022-2023	2.40
2021-2022	2.40
2020-2021	2.40

Source: NYSED Charter School Office

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with State law and generally accepted accounting practices.

FINDING: MEETS

INDICATORS:

- 10. The school has financial professionals assigned to manage school finances.
- 11. The school has an accurate and functional accounting system that includes monthly budgets.
- 12. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
- 13. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
- 14. The school has and follows a written set of fiscal policies.
- 15. The school has complied with State and federal financial reporting requirements.
- 16. The school has and is maintaining appropriate internal controls and procedures.
- 17. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
- 18. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

EVIDENCE FOR BENCHMARK 5:

According to submitted Board and school documents, Westminster develops a conservative budget based on per pupil funding and considers the current fiscal and funding environment when developing long-term goals for the school and analyzing its capacity to fund them. Through Westminster’s partnership with M&T Bank, Westminster receives significant support in budgeting. This includes monthly budget monitoring which M&T provides as a service to the Principal and Board of Trustees. The Board monitors expenses and variances to the budget each

month and approves any amendments proposed during the year only after analyzing enrollment, funding sources, expenditures, and the balance sheet.

A certified public accountant is available, as needed, to provide accounting support to ensure that all finances are managed in accordance with generally accepted accounting principles (GAAP). The Board and school follow fiscal policies relating to account reconciliation, contracts, payroll, and banking procedures. Overall, Westminster is in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The BPS-BOE reviewed WCCS's 2023's audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. In both 2022 and 2023, the auditor reported that despite some limitations, "during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified."

INDICATOR 1: The school has financial professionals assigned to manage school finances.

Westminster's Board of Trustees is responsible for the financial oversight of the school. The school's finances are managed by the Westminster's President, a Fiscal Officer, and a Senior Grant Accountant. The team possesses degrees in accounting and finance, including two master's degrees in business administration (MBA) and a Certified Public Accountant (CPA). The team combined has over 45 years of accounting and finance professional experience. This team monitors the school's finances and reviews all expenditures. Financial statements are prepared by the Fiscal Officer and are reviewed monthly. These financial reports are presented to and reviewed by all Board of Trustees members who are present at every monthly board meeting. The Board of Trustees Finance Committee is made up of a subset of Trustees to provide input to the annual budget process and assist in reviewing significant financial decisions. This includes capital investments and instances when budgetary constraints arise.

INDICATOR 2: The school has an accurate and functional accounting system that includes monthly budgets.

An accounting software package is utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. Supporting documentation is maintained for all transactions. A monthly budget is developed and maintained to measure against actuals. The detailed budget is used to report on any variances monthly. In partnership with the Board and the Principal, the Charter School's finances are managed by M&T Bank personnel including the President, the Treasurer, and the Fiscal Officer in accordance with an agreement between M&T Bank and WCCS. A certified public accountant is available, as needed, to provide accounting support to ensure that all finances are managed in accordance with generally accepted accounting principles (GAAP).

INDICATOR 3: The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.

Westminster develops a conservative budget based on per pupil funding and considers the current fiscal and funding environment when developing long-term goals for the school and analyzing its capacity to fund them. Through Westminster's partnership with M&T Bank, Westminster receives

significant support in budgeting. This includes monthly budget monitoring which M&T provides as a service to the Principal and Board of Trustees. The Board monitors expenses and variances to the budget each month, and approves any amendments proposed during the year only after analyzing enrollment, funding sources, expenditures, and the balance sheet.

INDICATOR 4: The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.

When budget surpluses exist, they are put aside for future uses. The most significant obligation is postemployment health care benefits to eligible employees. The benefits are partially contributory for some participants. The school's policy is to fund these benefits as paid. Surpluses are also used to fund larger projects to maintain a safe and functional school building. When determined to be appropriate by the Finance Committee, Westminster's funds are invested in obligations of the United States of America, obligations issued by agencies of the United States of America where the payment of principal and interest are guaranteed by the United States of America, a repurchase agreement, full collateralized certificates of deposit, or other investment vehicles allowed by Charter Law.

INDICATOR 5: The school has and follows a written set of fiscal policies.

Westminster maintains written fiscal procedures that are regularly reviewed and updated as needed. These procedures govern, for example, reconciliations, cash management, and purchasing. The procedures were last updated in 2021 and, more recently, the cash management section of the procedures were again updated. M&T provides significant support and guidance in ensuring Westminster complies with its procedures.

INDICATOR 6: The school has complied with State and federal financial reporting requirements.

Westminster contracts with an independent New York State certified public accountant selected by the Board of Trustees to perform audits of financial statements annually pursuant to Education Law §2854(1)(c), and such audit is conducted in accordance with generally accepted auditing standards (GAAP) and government auditing standards issued by the Comptroller General of the United States. Westminster includes this audit as part of its annual report to its charter entity and state Board of Regents. Financial reports are also shared with BPS and the state for oversight purposes as required. There have been no incomplete or late financial reports filed in past years.

INDICATOR 7: The school has and is maintaining appropriate internal controls and procedures.

The Financial team, and any other required personnel, administer the daily fiscal and accounting functions of the school with proper segregation of duties and in accordance with written internal financial controls. Account balances are analyzed, reconciled, and adjusted in accordance with generally accepted accounting principles (GAAP). Westminster's internal procedures and controls cover: invoice payments, check approval and signing, expenditure approval requirements, reconciliation timelines, and procurement.

INDICATOR 8: The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of

other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.

Each year of the charter term, Westminster has contracted with an independent certified public accounting firm (CPA) with expertise in charter schools and nonprofit organization to conduct an annual independent audit and to ensure the financial records are maintained in accordance with GAAP.

SchoolWorks conducted two independent programmatic audits during the current charter term, and Westminster has incorporated those findings and recommendations into its SIP.

INDICATOR 9: The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Westminster uses the accrual basis accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities are completed using this method or otherwise in accordance with IRS or other regulations. The books of account are maintained in accordance with GAAP, and include Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). A certified public accountant is available, as needed, to provide accounting support to the Fiscal Officer. A Chart of Accounts in accordance with GAAP is used to properly record all accounting activity.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

FINDING: MEETS

INDICATORS:

9. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
10. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
11. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
12. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
13. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
14. The board engages in ongoing professional development.
15. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
16. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

EVIDENCE FOR BENCHMARK 6:

During the charter term, Westminster's Board of Trustees has demonstrated competent oversight of the School. The Board meets monthly and complies with the New York State Open Meetings Law. The Board's meeting notices, agendas and minutes are posted and publicly available. During this charter term, the Board maintained service contracts with providers in critical areas to ensure the continued viability of the school, including M&T Bank, and outside legal counsel.

INDICATOR 1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.

Westminster's Board of Trustees was evaluated by SchoolWorks during the current charter term. Westminster's President is jointly evaluated by M&T Bank and the Board Chair. The Board of Trustees evaluates the Principal annually via a subcommittee and/or designee using *Marshall's Principal Evaluation Rubric*. Finally, the Westminster Foundation conducts a triennial evaluation of M&T Bank to determine whether the rates for M&T's services are cost-effective.

INDICATOR 2: The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.

Westminster's Board of Trustees has eight members with a diverse set of skills and experiences that meet many of the needs of the school and includes members representative of the community served. The eight current members have expertise in: K-12 education including instruction and administration, finance, human resources, community outreach, marketing, and management. Additionally, there is one Parent Representative on the Westminster Board.

INDICATOR 3: The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.

Westminster's Board meets monthly and discusses the School's fiscal and programmatic operations, academic achievement and growth, and its partnership with M&T Bank.

The Board utilizes a data dashboard that reports attendance, suspensions (percentages by month, number of days, state reportable incidents), open positions and staffing levels, enrollment (including by subgroup), average daily attendance and chronic absenteeism. The Principal provides monthly instructional updates to the Board centered on new data and data trends (e.g., formative and summative assessments; interim benchmark assessments).

Additionally, the Board uses a committee structure as part of its oversight model, including:

- Academic Committee meets monthly with the Principal and ILT and develops annual academic performance goals, monitors student performance, and serves as a resource for academic issues and programming.
- Finance Committee recommends a budget aligned to the strategic priorities and oversees the financial resources, progress towards financial goals, and financial compliance.
- Governance Committee selects candidates in accordance with the above criteria and presents candidates to the Board for election as outlined in the Bylaws.

INDICATOR 4: The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.

The Board reviewed and approved the SIP in Spring 2022. The SIP was a two-year plan that covered the current charter term. The Board also meets annually for a retreat facilitated by external experts. The Board reports it will engage in developing a new strategic plan for the upcoming charter term.

INDICATOR 5: The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.

Westminster reports the Principal reviews the School’s policies at least annually and whenever compliance requirements or circumstances necessitate changes to be made. If a policy needs to be changed, a committee of appropriate school staff revise the policy and submit to the Principal for review and approval. If the policy changes require Board approval, the revised policy is reviewed by Board members and voted on at a monthly board meeting. Once the revised policy is approved, all school personnel are informed of the new policy. Westminster receives approval as required prior to implementing new policies.

INDICATOR 6: The board engages in ongoing professional development.

During the current charter term, the Board has participated in professional development with SchoolWorks focused on: effective board practices, board responsibilities relating to school turnaround, committee structures, and identifying next steps for continuous improvement.

INDICATOR 7: The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.

The Board works with its counsel through regular meetings, and there is ongoing collaboration between the Board’s counsel and BPS’s counsel. The Board demonstrates its understanding of its role via the required monthly presentations from administration on progress towards goals using a dashboard.

INDICATOR 8: The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

The SIP, which was reviewed and adopted by the Board, is directly aligned to the NYSED framework. Progress towards the goals in the SIP are discussed at each monthly Board meeting. The Board also reviews the NYSED framework at some of its monthly meetings and received professional development on the Framework from *SchoolWorks* during its summer retreat.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

FINDING: MEETS

INDICATORS:

4. School Leadership:
 - a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
 - b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
 - c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.
 - d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
 5. Professional Climate:
 - a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
 - b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
 - c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
 - d. The school has established procedures for effective collaboration among teachers.
 - e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
 - f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
 6. Contractual Relationships (If Applicable):
 - a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
 - b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.
-

EVIDENCE FOR BENCHMARK 7:

INDICATOR 1: School Leadership

- a. **The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.**

Beginning in January 2022, Westminster had an entirely new leadership team. This was a key component of its school turnaround strategy and a condition of renewal. The leadership team includes the Principal, two Assistant Principals, and the Project Administrator of Student Support Services. The Principal has full oversight of the school. The two Assistant Principals provide support to the Principal as well as leading student learning and student culture, and the Project Administrator supports the Principal and is the Director of Special Education. The leadership team shares the school's mission with staff at the start of the school year and lays out the goals for the year ahead. Then, they provide development and resources to help achieve those goals.

- b. **The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.**

Westminster maintains well-established communication systems and decision-making processes in place to ensure effective communication across the school, including:

- Weekly PLC meetings
- Monthly full faculty meetings
- Daily morning announcements
- Continuous email
- Weekly newsletters for staff and school-wide
- Continuous social media
- As needed robo-calls, Class Dojo, and Remind App messages
- Family events
- Back to school meeting
- Parent teacher conferences
- Student goal-setting meetings
- School climate surveys
- Student Council

To solicit feedback, school leaders primarily use surveys and focus groups. Each year, the school administers at least two (2) school climate surveys to students, parents, and staff. Throughout the year, the school holds focus groups with families, students, staff, and board members to collect feedback on the school and identify areas of strength and growth. School Leaders host a bi-weekly parent meeting to give parents a forum to ask questions and share concerns. School leaders also collect feedback on an informal basis through conversations and their commitment to an “open door” policy.

- c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.**

Westminster posts vacancies at local universities, on the BOCES job board, and participates in Teacher Recruitment Days wherever possible. Westminster has a rigorous interview and hiring process that includes ILT and grade-level teacher interviews, demonstration lessons, and a Principal interview. To retain top talent, Westminster offers teacher incentives, extensive professional development, a tuition assistance program, and mentoring for first and second year teachers. When staff members are “ineffective”, Westminster is required to follow the BPS collective bargaining agreement process. (Westminster is a conversion charter school and its employees are members of six BPS bargaining units.)

- d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.**

School leaders are familiar with the ten performance benchmarks and understand the key components. They use the framework to drive decision making and continually self-assess their progress. The school also engaged with *SchoolWorks*, a national education consulting provider, since the 2021-2022 academic year. *SchoolWorks* has conducted a full School Quality Review in May 2022 and November 2023 which assists the school in planning and refocusing on critical areas that align to the NYSED Charter School Performance Benchmark.

INDICATOR 2: Professional climate

a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.

Westminster provided the following descriptions of roles and responsibilities as part of its renewal application, and evidence collected during the charter term indicates Westminster employees and Board members adhere to these roles:

Position	Key Roles and Responsibilities
Principal	Full school oversight, including: <ul style="list-style-type: none"> • Scheduling • Supervising and evaluating all building staff, including teacher observations • Monitoring and directing development of curriculum • Align with Board of Trustees on action plans and report at monthly meetings • Facilities management • Budget • School safety • Weekly walkthroughs • Schoolwide data review and action plan on academic, behavior and attendance including school improvement plans • Community outreach including working closely with Buffalo Promise Neighborhood • Parent Advisory Council • Title IX • Weekly Newsletter to parents and staff • State reporting • Enrollment • In house partnerships: YWCA, Kaleida Clinic, Vista Security
Assistant Principals, Grades 3-6	In addition to assisting the Principal, the Assistant Principal oversees: <ul style="list-style-type: none"> • Testing Coordinator NYSED and i-Ready • Response to Intervention staff, meetings, and referrals • Conduct PLCs with grade level teams • Textbook ordering • Testing • Supervise and schedules for Teacher Assistants • Teacher coaching and weekly walkthroughs • Curriculum planning and inhouse assessments • Discipline
Assistant Principals, Student Culture & Grades K-2, 7-8	In addition to assisting the Principal, the Assistant Principal oversees: <ul style="list-style-type: none"> • Restorative Justice practices • Positive Behavioral Intervention System (PBIS) • Discipline • Teacher coaching and weekly walkthroughs • Response to Intervention staff meetings and referrals • Conduct PLCs with grade level teams • Textbook ordering • Testing • Supervise and schedules for Teacher Assistants • Teacher coaching and weekly walkthroughs

	<ul style="list-style-type: none"> • Curriculum planning and inhouse assessments • Mentoring
Project Administrator/ Director of Special Education	<p>In addition to assisting the Principal, the Project Administrator/Director of SPED:</p> <ul style="list-style-type: none"> • Coordinates referrals and meetings with Buffalo CSE • Manages all paperwork • Ensures compliance with all relevant laws and regulations • Oversees the Student Support Team including school counselors and social worker • Oversees the implementation of ELL services for students • Mentoring
Instructional Coach	<ul style="list-style-type: none"> • Plans and provides professional development to staff • Works with teachers to create curricular materials • Periodically collect and analyze formative assessment data to help teachers plan for targeted student intervention • Attend grade level planning meetings to help teachers with pacing, lesson planning and using data to make instructional decisions • Plan and manage family math night and family literacy night • Collaborate and co-plan with teachers • Model teaching in classrooms • Work with teachers in need of content support, specifically with Next Generation Learning standards and state assessments
Director of Operations	<ul style="list-style-type: none"> • Human Resources • Title Grant Management • Technology inventory • Building maintenance • Supports and oversees general school operations
Data Analyst	<ul style="list-style-type: none"> • Supports data collection • Produces timely data reports • Communicates data to leadership, staff, and board • Troubleshoots data
Counselors and Social Workers	<ul style="list-style-type: none"> • Support social-emotional and mental health • Support restorative practices • Collect and monitor relevant data, such as DESSA and attendance • Implement and monitor interventions • Collaborate with grade-level teams to support interventions
Technology Facilitator	<ul style="list-style-type: none"> • Manages wireless system • Performs technology updates and repairs • Manages iPad and Chromebook program • Coordinates report card and progress reporting to parents • Manages e-School reporting • Teaches technology classes to students in grades K-6

Treasurer/CIO	<ul style="list-style-type: none"> • Provides budget oversight • Manages contracts • Submits state reports • Guarantees grant compliance • Prepares charter renewals and amendments • General oversight of facilities • Grant oversight
Fiscal Officer	<ul style="list-style-type: none"> • Manages payroll • Provides accounting services • Assists in budget development and reporting
Teachers	<ul style="list-style-type: none"> • Provide data-informed, standards-based instruction • Collaborate with support staff and administrators • Plan adaptive lessons and units • Communicate with families • Behavior management and classroom culture
Teacher Aides and Assistants	<ul style="list-style-type: none"> • Stationed in K-8 classrooms • Provide supervision • Reinforce instruction • Assist ELLs and students with disabilities • Assist with preparing and organizing materials • Support students in need of behavioral interventions
Food Service	<ul style="list-style-type: none"> • Make breakfast, lunch, and food for special events from scratch • Collaborate with local farms • Manage Fresh Fruits and Vegetables grant • Oversee snack program
Health and Wellness	<ul style="list-style-type: none"> • Support social-emotional and physical health • Connect families with outside resources as needed, such as dental care at UB and additional counseling services • Mentoring programs
Engineering Staff	<ul style="list-style-type: none"> • Building maintenance • Cleaning • Security • Repairs
Front Office Staff	<ul style="list-style-type: none"> • Manage communication, visitors, phones, and all front office operations • Coordinate communication among families, staff, students, and leadership • Collect enrollment materials, permission slips, uniform money, etc. • Manage the principal's schedule • Register students and maintain record student cumulative folders • Keep student records up to date

Board Members	<ul style="list-style-type: none"> • Attend and actively participate in meetings • Comply with the laws and regulations that govern the school’s actions • Act in a manner that displays a faithfulness to the mission, board and school and actively avoid conflicts of interest • Hire and evaluate the principal • Proactively and diligently review items related to the success of the school, such as programs, student academic achievement, culture, talent development and financial statements • Exercise competence and care to advance the mission of the school and avoid reasonably foreseeable harm
---------------	--

b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.

Westminster’s successful school improvement efforts over the current charter term indicate the staff has the skills and expertise needed to meet the needs of its students.

The instructional staff includes classroom, special education, interventionists, and special area teachers, aides and assistants, an instructional coach, and the ILT. The ILT is focused on improving the overall quality of education and student outcomes by providing focused leadership and support for instructional practices such as: reviewing schoolwide data to develop schoolwide action plans, identifying professional development needs for teachers and staff, and creating an environment conducive to learning. The ILT includes special education and ELL teachers and reviews subgroup data to identify trends and necessary supports. Westminster also has health and wellness staff including dining hall staff, health clinic staff, counselors, and social workers.

c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

The operations director oversees school operations as well as human resources. Finances are managed by the treasurer/CIO and the fiscal officer. Communication across the school is managed by the principal, assistant principals, and front office staff; external communication is managed by the director of operations.

d. The school has established procedures for effective collaboration among teachers.

Evidence collected during the charter term indicates Westminster has a variety of structures to support collaboration among teachers. Teachers within a grade have common planning time to work on lesson plans as well as accommodations for students with disabilities and ELLs, review data and make curricular adjustments. Grade level teams also have a weekly PLC meeting. Grade level teams also have a weekly SEL meeting with the student support team. Throughout the school year, teachers have half-days for planning, to work with the Instructional Coach or administrators, and/or to revise curriculum. The mentor program offers new teachers the chance to collaborate with veteran teachers.

e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.

Westminster monitors instructional quality via ongoing walkthroughs with monthly feedback; peer classroom visits; and via the roles of the Instructional Coach. In accordance with the BTF contract,

administrators complete a formal and informal observation of every teacher. Administrators collect lesson plans every week and provide feedback to make sure lesson plans are aligned to the standards. Finally, administrators use student achievement data to monitor instructional quality via weekly review of assessment data.

- f. **The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.**

School leaders assess teacher satisfaction and collect feedback through staff surveys administered online, anonymously, at least once per school year. Feedback is also collected through surveys regarding specific topics; for example, in 2022-2023, administrators gave a survey to collect Professional Development feedback and another to collect feedback about curriculum. Teacher feedback and satisfaction are also collected through focus groups and individual conversations. Feedback sessions are facilitated by a third-party and subsequent action plans are developed for areas the staff have chosen to focus on.

INDICATOR 3: Contractual Relationships

- a. **Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.**

Not applicable.

- b. **The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.**

The Westminster Foundation evaluates the efficacy of the memorandum of agreement between Westminster and M&T Bank. Additionally, contracts with large providers are re-evaluated at least once every three years.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

FINDING: MEETS

INDICATORS:

3. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.
4. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Westminster has consistently demonstrated its commitment to fulfilling the school’s mission by implementing the key design elements as described in its charter. The School’s mission statement has been consistent but was recently updated through a process involving community stakeholders. Qualitative evidence from this charter term shows a broad range of school stakeholders, including the school leadership and staff, consistently anchor to this mission and the related key design elements.

EVIDENCE FOR BENCHMARK 8:

INDICATOR 1: School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.

Across the community, stakeholders understand and participate in Westminster’s mission and key design elements. The leadership team uses the key design elements and the school’s values as a litmus test to measure the quality of its decisions. The key design elements are the foundation of the school’s structure. Strategic planning, initiatives, and decisions are all rooted in the mission and key design elements; the Westminster Community Charter School Board of Trustees aligns all its actions and decisions with these foundational beliefs. Teachers are hired based on their alignment with the core values, their embodiment of the school’s mission, and their commitment to the key design elements. Teacher, staff, and stakeholders take part in development of curriculum, steering the school, and various decision-making processes to ensure that the school’s goals are attainable, and that the school’s mission and key design elements are upheld.

Teachers are hired based on their alignment with the core values, the school’s mission, and their commitment to the key design elements. Teacher, staff, and stakeholders take part in development of curriculum, steering the school, and various decision-making processes to ensure that the school’s goals are attainable, and that the school’s mission and key design elements are upheld.

INDICATOR 2: The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Westminster’s Key Design Elements are: (1) the use of a variety of reading strategies that are researched based and reflect the science of reading; (2) mathematics instruction that is student centered and inquiry based; (3) extended day, weekend, and evening opportunities; (4) healthy living; (5) technology; (6) special classes; (7) academic and instructional support; (9) staff development; and (10) community partnerships. Westminster provided the following evidence that it fully implements these as follows:

Research-Based Reading Strategies: Westminster uses the principals of the Science of Reading (“SoR”) in all grade levels which is grounded in research from cognitive science, linguistics, and psychology and focuses on the systematic and explicit instruction of the foundational skills necessary for proficient reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading is supported in all curricular areas with vocabulary explicitly taught in all content areas. Reading comprehension is a focus in both science and social studies curriculum coupled with the reading program for cross curricular lessons.

Student-Centered, Inquiry-Based Math Instruction: Instruction includes open-ended questions, hands-on activities, collaborative learning, exploration and discover, real-world application, scaffolding, reflection, assessment, flexible curriculum, and teacher as a facilitator. This method fosters critical thinking, problem solving skills, and a deeper understanding of concepts by allowing students to inquire, investigate and discover mathematical principles on their own or in collaboration with their peers.

Extended Day: Westminster provides afterschool programming and clubs, including: athletics (basketball, track, soccer, flag football and Girls on the Run); arts (school play, band, drill, and choir); academic intervention (Algebra, proficient Spanish, tutoring, homework assistance); STEM (cooking, coding, and green team); and community service. Westminster is open select evenings and weekends to engage families with hands-on learning, field trips to educational and

cultural institutions in Buffalo, educational evenings such as Literacy, Math, Science, and community events such as Independent Health's Good for the Neighborhood. The school also hosts Super Saturdays filled with educational and fun activities for families.

Healthy Living:

- Westminster has a made-from-scratch food service program and serves produce from the school's on-site garden and local farms.
- A *Fresh Fruits and Vegetables* grant offers students two new fruits and vegetables per week.
- Westminster has a full-size gym with a rock wall and a large outdoor park on school grounds.
- Throughout the year, the Independent Health Foundation hosts *Good for the Neighborhood* programs at Westminster.
- Kaleida Health has an on-site clinic with a nurse and a social worker.
- Westminster employs a full-time social worker to provide additional support to students.
- Westminster partners with University at Buffalo School of Dental Medicine to offer free dental services to students.
- Westminster partners with the Lions Club for vision screenings for all students.
- Westminster runs a cooking club for students to learn to prepare healthy dishes from around the world.
- Westminster has partnered with *FeedMore* to provide a farmers' market of fresh produce, weekly throughout the year available to families of the school and community.

Technology: Technology is integrated into Westminster's curriculum and instruction: all students have Chromebooks and use Google Classroom, have technology classes, can participate in science, technology and coding clubs, use *i-Ready*, *Reading A-Z*, *Flocabulary*, and *ThinkTech*; and *Amplify Science*, and the History curricula use technology extensively. Westminster has an ongoing partnership with the University at Buffalo where university students provide various STEM lessons and activities including use of lab equipment, providing lunch and providing transportation. Every Westminster student participates in this once per year.

Special Classes: Westminster students take art, Spanish, music, health, physical education, technology, and library. Students in Grades 7-8 choose from elective courses including band, drama, yoga, advanced art, Regents Algebra, and Proficiency Spanish.

Academic and Instructional Support: All grade levels have Response to Intervention ("RTI") time in their daily schedule for reading and math. Teachers pull small Tier 2 and Tier 3 intervention groups, using assessment data and teacher referrals to create groupings. In their small groups, the intervention specialists use regular data collection and progress monitoring to promote growth towards targeted goals. Westminster runs an after-school tutoring program for students in Grades K-8 with teachers and volunteers from M&T Bank.

Staff Development: Westminster staff receive training throughout the summer and school year to support curriculum, culture, and instruction. For example, in the summer of 2023, staff participated in professional development for NYS Standards for Physical Education, Social Studies, Science, *RTI at Work*, Acceleration versus Remediation, Co-teaching, *Ready Classroom Math*, Into Reading, Restorative Justice, *CHAMPS*, and Unconscious Bias. Throughout the school year, teachers participate in sessions with Curriculum Associates, restorative practice trainers, Erie 1

BOCES, NY Rise, Opportunities Collaborative, Safe and Civil Schools and local universities. The school's Instructional Leadership Team provides ongoing staff development.

Partnerships: Westminster has a longstanding partnership with M&T Bank. M&T's support includes in-kind gifts, student mentors, tutors, management assistance, professional development, and connections to other institutions within the Buffalo area. Additionally, Westminster is one of two schools within the Buffalo Promise Neighborhood (BPN). This initiative was launched in 2011 through a Promise Neighborhood Promise grant and its goal is to develop cradle-to-career opportunities for students and families within the surrounding community. Other community partnerships include Independent Health, University at Buffalo, Western New York YWCA After School Program, Buffalo Bills, and Girls on the Run.

Benchmark 9: Enrollment, Recruitment and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

FINDING: MEETS

INDICATORS:

2. All Students:
 - a. Enrollment
 - i. All Students – Aggregate Enrollment: Comparison of the school's reported enrollment vs. their contracted enrollment for that year.
 - ii. Subgroups – Subgroup Enrollment: Comparison of the school's enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location's enrollment of the same subgroups.
 - b. Retention
 - i. All Students – Aggregate Retention: Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS day.
 - ii. Subgroups – Subgroup Retention: Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.

EVIDENCE FOR BENCHMARK 9:

Throughout this charter term, Westminster has made extensive good faith efforts to attract, recruit, and retain students with disabilities, English language learners, and economically disadvantaged students, and, therefore, meets the requirements of this Benchmark.⁸ Evidence collected during

⁸ Per NYSED, "Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners/Multilingual learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide

the current charter term indicates Westminster has taken the following recruitment and retention actions:

	Students with Disabilities	English Language Learners
Recruitment Strategies	<ul style="list-style-type: none"> ● All printed materials, where applicable, clearly indicate that enrollment is open without regard to ethnicity, national origin, gender, disability, and/or English proficiency. ● Advertisements for WCCS were placed in local community centers, local businesses, places of worship, shopping centers, coffee shops and community events. ● WCCS personnel met with families at the Buffalo Promise Neighborhood Children’s Academy, an early childhood center that includes pre-school and is near Westminster Community Charter School. ● On-site school visits were arranged for students of the Buffalo Promise Neighborhood Children’s Academy. ● School personnel tabled at a variety of events, including community events, school fairs, parades, and worship centers. ● WCCS partnered with Feedmore WNY and Massachusetts Avenue Project to advertise during the weekly produce market held within Buffalo Promise Neighborhood ● Social media platforms were utilized to publicize events, showcase special education offerings, and communicate application deadlines. ● Enrollment flyers showcasing the number of educational supports as well as the number of certified special education teachers available at WCCS were distributed. ● WCCS held monthly open house events on Saturday mornings and weeknight 	<ul style="list-style-type: none"> ● Marketing materials and applications published in multiple languages: English, Spanish, Arabic, Bengali, Burmese, French, Karen, Swahili, and Somali. ● All printed materials, where applicable, clearly indicate that enrollment is open without regard to ethnicity, national origin, gender, disability, and/or English proficiency. ● All translated brochures were on the school’s website. ● Held parent meeting to leverage ELL family relationships and already strong word-of-mouth referral program. Identified new outreach strategies such as recruiting younger ELL families to our early childhood centers as a feeder to Westminster and targeting new locations to advertise and promote the school. ● Advertisements for WCCS were placed in over twenty locations specifically identified as visited frequently by immigrant and refugee families, including local community centers, places of worship, shopping venues and coffee shops. Many of these locations were also visited by a school representative. ● Flyers and advertisements for Westminster sponsored neighborhood events (such as Good for the Neighborhood and weekly Feedmore WNY Mobile Food Market) were distributed electronically and in person (where possible) to churches, community centers, local markets and coffee shops accessed by immigrant and refugee families. School personnel are present at these events to greet attendees and promote Westminster. ● Distributed flyers showcased the number of educational and community supports available at WCCS, as well as the accessibility of 2 certified full-time ELL teachers and daily Halal food options ● Social media platforms were utilized to publicize events, showcase ELL and special

information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that pursuant to Education Law §2855, no other grounds for terminating a charter are established and the charter school demonstrates that it has made extensive efforts to recruit and retain such students, including outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, and efforts to academically support such students in such charter school, then the charter entity or board of regents may retain such charter.”

	<p>evenings for families to visit the school and speak with school personnel.</p> <ul style="list-style-type: none"> ● Physical ad space was purchased to advertise WCCS (billboard, bus shelters) ● WCCS leveraged a partnership with Enroll Buffalo Charter, to reach new audiences through news outlets, morning talk-shows excerpts, and utilize a common charter application. ● A weekly principal’s newsletter was sent to all existing and prospective families. ● Direct phone calls were made to over forty spiritual centers and early childcare centers informing them of resources available at WCCS. 	<p>education offerings, and communicate application deadlines. Events were published in both English and Bengali.</p> <ul style="list-style-type: none"> ● WCCS held monthly open house events on Saturday mornings or weeknight evenings for families to visit the school. ● WCCS invited families in for private tours. ● Multiple bus shelter advertisements were placed around the neighborhood. ● WCCS leveraged a partnership with Enroll Buffalo Charter, to reach new audiences through news outlets, morning talk-shows excerpts, and utilize a common charter application. ● A weekly principal’s newsletter was sent to all existing and prospective families. ● WCCS invested in translated telephone services to reduce communicate barriers with prospective families.
Retention Strategies	<ul style="list-style-type: none"> ● WCCS held monthly family events on Saturday mornings or weeknight evenings. Events encouraged family engagement while also offering a free meal or snack. ● A weekly principal’s newsletter was sent to all families, establishing, and improving lines of communication. ● A certified special education teacher was available in every grade-level (co-teaching model), in addition to the Coordinator of Special Education. ● A new, enhanced website was launched to allow for more accessible and consumable information. 	<ul style="list-style-type: none"> ● WCCS held monthly family events on Saturday mornings or weeknight evenings. Events encouraged family engagement while also offering a free meal or snack. ● A weekly principal’s newsletter was sent to all families, establishing, and improving lines of communication. ● ELL staff has increased to five full-time and two part-time staff members who speak Bengali (the second most prominent language at WCCS) have been hired during this charter term. ● In 2022-23, 12 ELL students graduated from needing ELL services by receiving NYSESLAT scores of commanding or expanded ELA ● WCCS invested in translated telephone services, allowing staff and parents to have more accessible and regular dialogue
Program Services	<ul style="list-style-type: none"> ● Each grade-level has a special education teacher available (co-teaching model). The ratio of special education teachers to students is 1 to 5. ● Special education teachers receive professional development throughout the school year on effective strategies for supporting students with disabilities. ● Special education teachers receive research-based materials and resources to support students with disabilities. 	<ul style="list-style-type: none"> ● WCCS has two full-time certified English Language Learner teachers who provide push-in and pull-out services for all ELLs. ● ELL students receive accommodations in accordance with their NYSITELL/NYSESLAT level of English proficiency. ● Added Halal menu options to daily lunch offerings ● Muslim holidays incorporated into academic calendar

Enrollment:

Despite its long history of full enrollment, Westminster’s enrollment decreased during the first year of the current charter term as a result of the pending school closure. For the 2021-2022 academic year, Westminster’s enrollment dropped substantially to 84% of its chartered enrollment during the 2021-22 school year. However, Westminster has developed and begun implementation

on a marketing plan specific to increasing student enrollment. Additionally, once Westminster obtains a charter renewal, parents will have confidence that the school will remain open to their children.

INDICATOR 1.a.i: All Students – Aggregate Enrollment: Comparison of the school’s reported enrollment vs. their contracted enrollment for that year.

Year	Enrollment	Contract Percent	Percent Increase/Decrease
2021-22	464	84%	N/A
2022-23	427	78%	-6%
2023-24	432	79%	+2%

During the current charter term, the percentage of economically disadvantaged students attending Westminster has remained above BPS and ranged between 93% and 98%. In addition, Westminster significantly increased the number of ELL students served (from 29 to 48) and the number of students with disabilities is slowly increasing (from 32 to 39). Due to its extensive efforts, Westminster did increase its enrollment of students with disabilities by 22% and English language learners by 66% which is significantly above the required metric. While Westminster exceeded our EDS enrollment, it still has work to do on ELLs and students with disabilities relative to the “district of location.” In 2022, the Board adopted a weighted lottery application process to increase enrollment of ELLs and students with disabilities.

INDICATOR 1.a.ii: Subgroups – Subgroup Enrollment: Comparison of the school’s enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location’s enrollment of the same subgroups.

Economically Disadvantaged Students:

YEAR	WESTMINSTER	BPS	DIFFERENTIAL
2021-22	454 - 98%	22,153 - 78%	+20%
2022-23	409 - 96%	23,379 - 84%	+12%
2023-24	402 - 93%	Not Yet Available	Not Yet Available

Students with Disabilities:

YEAR	WESTMINSTER	BPS	DIFFERENTIAL
2021-22	32 - 7%	6451 - 23%	-16%
2022-23	36 - 8%	6481 - 23%	-15%
2023-24	39 - 9%	Not Yet Available	Not Yet Available

English Language Learners:

YEAR	WESTMINSTER	BPS	DIFFERENTIAL
2021-22	29 - 6%	5337 - 19%	-13%
2022-23	46 - 11%	5069 - 18%	-7%
2023-24	48 - 11%	Not Yet Available	Not Yet Available

INDICATOR 1.b.i: All Students – Aggregate Retention: Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS day.

YEAR	RETENTION RATE
2021-22 to 2022-23	78%
2022-23 to 2023-24	79%

INDICATOR 1.b.i: Subgroups – Subgroup Retention: Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.

Economically Disadvantaged Students:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	77%
2023-23 to 2023-2024	79%

Students with Disabilities:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	72%
2022-23 to 2023-2024	80%

English Language Learners:

SCHOOL YEAR	RETENTION RATE
2021-22 to 2022-23	84%
2023-23 to 2023-2024	87%

Table 4: Student Demographics – Westminster Community Charter School Compared to the District of Location

Source: NYSED Charter School Office

	2021-2022			2022-2023		
	Westminster Community CS	Buffalo City School District	Variance	Westminster Community CS	Buffalo City School District	Variance
Student Population						
Students with Disabilities	7%	23%	-16	8%	23%	-15
ELL/MLL	6%	19%	-13	11%	18%	-7

Economically Disadvantaged	98%	78%	+20	96%	84%	+12
----------------------------	-----	-----	-----	-----	-----	-----

Student Retention

According to WCCS data, in the 2023-2024 school year, 79% of students were retained in WCCS.

Benchmark 10: Legal Compliance

The school has complied with applicable laws, regulations, and provisions of its charter.

FINDING: MEETS

INDICATORS:

7. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
8. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the Buffalo Public Schools Board of Education and has implemented necessary safeguards to maintain compliance with all legal requirements.
9. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
10. The school has sought Board of Regents and/or Buffalo Public Schools Board of Education’s approval for material and non-material revisions.
11. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
12. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

EVIDENCE FOR BENCHMARK 10:

During this charter term, Westminster has complied with applicable laws, regulations and the provisions of its charter. Westminster’s website includes and maintains a dedicated page of its website that includes live links to many of the documents necessary for a New York charter school to remain in compliance. During site visits, the BPS Advisor has also confirmed the presence of required items necessary to operate a charter school in New York (e.g., the School’s fire inspection certificate in the main office, required labor law posters, and public notices related to Board of Trustees meetings).

INDICATOR 1: The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.

During the charter term, Westminster has demonstrated its capacity to remain in compliance with applicable state and federal laws and regulations as well as the provisions of its charter. For example, Westminster’s website includes Board meeting notices, minutes and agendas in compliance with Open Meetings Law, its Complaint Policy, 2-d Complaint form, and DASA reporting form are all available on its website.

For the 2022-2023 school year, Westminster participated and directed interested families to enroll in the school through the Enroll Buffalo Charters website. The Website, which was created by the New York Charter Schools Association, provides families with access to student admissions and enrollment information. In addition, NYCSA ensured that the enrollment process used by its site, including all necessary forms for admission, meets all legal requirements for New York charter schools.

Westminster also shared a copy of its recently-approved employee handbook with the BPS Advisor which includes policies that protect the rights of employees, including, but not limited to, the School's policies related to non-discrimination, reporting sexual harassment, and taking leave in a variety of circumstances.

Finally, throughout the charter term, Westminster has complied with all student assessment requirements, including the administration of required New York state assessments for all students in Grades 3-8. In addition, Westminster students who are English Language Learners take the NYSITELL upon enrollment and the NYSESLAT in the spring as required.

INDICATOR 2: The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the Buffalo Public Schools Board of Education and has implemented necessary safeguards to maintain compliance with all legal requirements.

No corrective action was required during the current charter term. Westminster has satisfied the conditions for renewal.

INDICATOR 3: The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.

All but one of Westminster's teachers (awaiting reciprocity approval) are New York State-certified in accordance with applicable state laws.

INDICATOR 4: The school has sought Board of Regents and/or Buffalo Public Schools Board of Education's approval for material and non-material revisions.

Westminster has submitted all revision requests with its charter application.

INDICATOR 5: The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.

As a result of the pending school closure in 2021, Westminster's enrollment dropped below full enrollment for the first time in the School's history and continues to be below 85%. However, Westminster has developed and begun implementation on a marketing plan specific to increasing student enrollment. Additionally, once Westminster obtains a charter renewal, parents will have confidence that the school will remain open to their children.

INDICATOR 6: The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Throughout this charter term, Westminster has retained and works closely with counsel from a law firm with charter school expertise. Westminster's leadership and Board actively collaborate with its attorneys and proactively seek legal advice, review and update legal documents and contracts as needed, and handle emerging legal issues.

**2024-25 Corrective Action Plan Overview
Westminster Community Charter School
May 14, 2024**

Describe Areas in Need of Improvement:

1. Student Proficiency of New York State English Language Arts Learning Standards
2. Student Proficiency of New York State Math Learning Standards
3. Student Proficiency of New York State Science Learning Standards
4. Enrollment of Students with Disabilities and English Language Learners
5. Overall Enrollment

English Language Arts, Math and Science Proficiency (Areas 1, 2, and 3)

Inputs/Strategies:

1. Assessment:
 - The school will continue to use Pear Assessments to develop all unit and interim assessments, mirroring NYS-style online assessments. All assessments will be paired with NYS standards, and teachers and administration will use and review standard mastery tracking to monitor progress.
 - Teachers will administer i-Ready assessments, both diagnostic and personal path lesson assessments. Student growth towards progress will be monitored.
 - We will continue to use our expanded PLC time to review all assessment data, develop action plans, and monitor progress. This data will also be reviewed at monthly data-driven meetings with the instructional leadership team to create school-wide plans.
 - We will start assessing students in our lower grades with Dibels, a norm-referenced diagnostic tool, as the Reading League recommends, to help identify students' needs for Reading Support.
2. Curriculum:
 - We will continue to follow NYS standards-based pacing guides, which will include curricular resources that reflect the Science of Reading and Mathematics Standards of Practice. These will be in place before the 2024/2025 academic year starts.
 - The i-Ready personal instruction tool will continue allowing students to work on their instructional pathway.
 - Our master schedule will continue to have time built into the Instructional Day for Tier 2 and Tier 3 RTI small group instruction.
3. Instruction/Pedagogy:
 - All staff will receive new training from Safe and Civil Schools on the structured learning environment to build upon our initial CHAMPS training. The STOIC framework from Safe and Civil Schools directly addresses SchoolWorks' findings that we need to improve instructional practices around focused instruction.
 - Introduce, implement, and monitor the 10 High Impact Learning Strategies; - with training by the Instructional Leadership Team.

(<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>)

- Begin a partnership with the Reading League to deepen understanding around the teaching of reading using the Science of Reading

4. Instructional Leadership:

- Continue to partner with SchoolWorks for annual school quality reviews focused action plans, and monthly leadership coaching
- Lengthen the PLC meeting times from 45 minutes to one hour and 15 minutes to ensure teachers can deep-dive into data with the leadership team and instructional coaches.
- Add a second instructional coach to support teachers in implementing High-Impact Learning Strategies. Coaches will work 1:1 with teachers, modeling, co-teaching, and planning.

5. At-Risk Programs:

- We will continue to partner with Daemen University to increase the staff's ability to meet the needs of all learners through their PD sessions.
- We will introduce teachers to 1:1 data conversations with their students, including goal setting and progress monitoring. We will also implement quarterly meetings with individual teachers and administration to discuss their students' progress toward their goals.

Progress Milestones:

- ELA Interim Assessments: 35% or higher proficiency - 10 weeks, and 20 week
- Math Interim Assessments: 35% or higher proficiency - 10 weeks, and 20 week
- Science Interim Assessments: 35% or higher proficiency - 10 weeks, and 20 week
- 30-week review of number of students at 35% or higher of standards mastered
- I-Ready growth on diagnostics throughout the year, number of students with an improved level

Outcomes:

ELA and Math Assessment Scores:

- Absolute Measures: Targets/goals will be determined based on the results of the 2024 NYS assessments
- Comparability Measures: WCCS will exceed Buffalo Public Schools' district-wide proficiency rates, and approach statewide proficiency, on the NYS assessments
- Growth Measure: i-Ready – (a) the % of students increasing levels will increase with each assessment, and (b) 85% of all students will show growth of at least one placement

Science Assessment Scores:

- Absolute Measures: Targets/goals will be determined based on the results from the 2024 NYS assessments
- Comparability Measures: WCCS will exceed Buffalo Public Schools' district-wide proficiency rates, and approach statewide proficiency, on the NYS assessments

Recruitment, Enrollment and Retention (Areas 4 and 5)

Inputs/Strategies:

Recruitment Strategies:

- Expand school advertising through campaigns on social media
- Increase the number of feeder schools visited
- Refine postcard mailing highlighting school offerings to zip code 14215
- Create new marketing materials and incentives for current parents to recruit new families
- Expand advertising in local newspapers and community centers
- Continue to offer a translated language line and marketing materials
- Implement a 12-month recruitment calendar with specific actions
- Increase presence and tabling at community events, targeting events that attract families of students with disabilities and English language learners

Enrollment Strategies:

- Continue weighted lottery applications for SWDs and ELLs
- Include optional questions (to identify SWDs and ELLs) on application

Progress Milestones:

- By August 2024, complete recruitment calendar
- By December 2024, visit 10 feeder schools, finalize postcard and new marketing materials
- By April 1, 2025, attend 5 more community events

Outcomes:

- Increase enrollment of English language learners and students with disabilities by 5% from 2024-25 to 2025-26 (as measured post-2025 lottery)

BPS Progress Monitoring:

- By August 1, 2024, Westminster will submit a Corrective Action Plan/Comprehensive Education Plan to Buffalo Public School's Office of Shared Accountability for review
- By September 1, 2024, BPS will provide any feedback on the Plan
- Within 30 days of completion of each interim assessment (i-Ready or internal interim assessments), Westminster will report on each progress milestone via a written summary report
- During the 2024-25 school year, BPS will conduct at least two full-day site visits
 - Each visit may include review of assessment data, focus groups, pacing guides and other significant instructional documents are reviewed and classroom observations take place.
 - Following each visit, a meeting with the administrative team will be held to review findings, give feedback and offer suggestions for growth areas.

Amended Board of Education Resolution for Charter School Renewal:

Westminster Community Charter School

WHEREAS, the Buffalo City School District Board of Education (“the Board”), as Charter Authorizer for Westminster Community Charter School (“Westminster”), is required to provide oversight and to make a determination regarding renewal upon expiration of its current charter; and

WHEREAS, in February 2022, the Board and Westminster entered into a Settlement Agreement to renew Westminster’s charter through June 2024 and to set forth the conditions upon which the Board would consider further renewal of Westminster’s charter; and

WHEREAS, Westminster met the conditions upon which the Board agreed would warrant a recommendation for a full charter renewal in the Settlement Agreement; and

WHEREAS, the Board held a public hearing for Westminster on December 6, 2023; reviewed the presentation and documents submitted by Westminster and the reports of Board Advisor, Dr. Constance Moss; and considered past performance of Westminster’s academics, finances, operations, the school’s ESSA accountability designation of “Local Support and Improvement,” and the school’s Improvement Plan and academic growth (as measured by iReady) during the current charter period in evaluating the likelihood of future success; and

WHEREAS, the Board submitted a recommendation to renew Westminster’s charter for a period of five (5) years to the Board of Regents for consideration at the April 2024 meeting of the Board of Regents; and

WHEREAS, the Board of Regents returned the Board’s renewal recommendation with proposed revisions; and

WHEREAS, in addition to the Improvement Plan implemented during the current charter term, Westminster has provided an overview of a proposed corrective action plan to address areas of concern, and will provide the full corrective action plan/comprehensive education plan to the District by July 15, 2024, after which the District will provide feedback by August 15, 2024.

NOW, THEREFORE, BE IT RESOLVED that the Board recommends a renewal for Westminster for a period of four (4) years, expiring June 30, 2028.

BE IT FURTHER RESOLVED that the Board requires that, during the renewal period, Westminster will continuously improve student outcomes and significantly close the gap between the charter school, the Buffalo Public Schools and the New York State average in proficiency on key indicators, benchmarks, and State assessments.

BE IT FURTHER RESOLVED that Westminster shall comply with the provisions of its Corrective Action Plan, including oversight from appropriate District staff, and increased collaboration with the Buffalo City School District in the areas listed in the Charter School Performance Framework, including but not limited to:

- Benchmark 1 – Student Performance
- Benchmark 9 – Enrollment, Recruitment, and Retention

BE IT FURTHER RESOLVED that the Board requires that it be provided with regular reports, no less than on a quarterly basis, regarding Westminster's performance.

By June 30, 2028, the Buffalo City School District Board of Education, as the chartering entity for Westminster Community Charter School, will assess their progress and make a determination concerning future renewal of its charter.