



Charter Schools Institute
The State University of New York

Brooklyn East Collegiate Charter School

School Evaluation Report 2010-11

Visit Date: April 26 2011

Report Issued: September 23, 2011

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INTRODUCTION

The Board of Trustees of the State University of New York (the “State University Trustees”), jointly with the New York State Board of Regents, are required by law to provide oversight sufficient to ensure that each charter school that the State University Trustees have authorized is in compliance with applicable law and the terms of its charter. The State University Trustees, however, consistent with the goals of the New York State Charter Schools Act of 1998, view their oversight responsibility more broadly and positively than purely monitoring compliance. Accordingly, they have adopted policies that require the Charter Schools Institute (“the Institute”) to provide ongoing evaluation of charter schools authorized by them. By providing this oversight and feedback, the State University Trustees and the Institute seek to accomplish three goals:

- **Document Performance.** The Institute collects information to build a database of a school’s performance over time. By evaluating the school periodically, the Institute can more clearly ascertain trends, determine areas of strength and weakness, and assess the school’s likelihood for continued success or failure. Having information based on past patterns, the Institute is in a better position to make recommendations regarding the renewal of each school’s charter, and the State University Trustees are better informed in making a decision on whether a school’s charter should be renewed. In addition, a school will have a far better sense of where they stand in the eyes of its authorizer.
- **Facilitate Improvement.** By providing substantive information about the school’s academic, fiscal and organizational strengths and weaknesses to the school’s board of trustees, administration, faculty and other staff, the Institute can play a role in helping the school identify areas for improvement.
- **Disseminate Information.** The Institute disseminates information about the school’s performance not only to its board of trustees, administration and faculty, but to all stakeholders, including parents and the larger community in which the school is located.

This annual School Evaluation Report includes three primary components. The first section, titled Executive Summary of School Evaluation Visit provides an overview of the primary conclusions of the evaluation team regarding the current visit to the school, summarizing areas of strength and areas for growth. A summary of conclusions from previous school evaluations is also provided, as background and context for the current evaluation. The second section, titled School Overview, provides descriptive information about the school, including enrollment and demographic data, as well as summary historical information regarding the life of the school. Finally, in a third section entitled School Evaluation Visit, this report presents the analysis of evidence collected during an evaluation visit conducted in the current school year, with an italicized paragraph that introduces each specific benchmark and provides a summarizing conclusion.

Because of the inherent complexity of an organization such as a school, this School Evaluation Report does not contain a single rating or comprehensive indicator that would indicate at a glance the school’s prospects for renewal. It does, however, summarize the various strengths of the school and note areas in need of improvement with respect to the school’s performance as compared to the State University Charter Renewal Benchmarks. To the extent appropriate and useful, we encourage school boards to use this evaluation report in ongoing planning and school improvement efforts.

Background

Institute evaluations of SUNY authorized charter schools are organized into a set of benchmarks that address the academic success of the school, including teaching and learning (e.g., curriculum, instruction, and assessment), and the effectiveness and viability of the school as an organization, including such items as governance and management. Entitled the State University of New York Charter Renewal Benchmarks, these established criteria are used on a regular and ongoing basis to provide schools with a consistent set of expectations leading up to renewal.

While the primary focus of the visit is an evaluation of the school's academic program and organizational capacity, issues regarding compliance with applicable state and federal laws and regulations may be noted (and subsequently addressed); where the Institute finds serious deficiencies in particular relating to student health and safety, it may take additional and immediate action. However, monitoring for compliance is not the principal purpose of the visit.

This is an analysis of the observations and conclusions from this year's evaluation, along with supporting evidence. Some benchmarks are covered in greater detail than others in an effort to highlight areas of concern at the school and provide additional feedback in these areas. Finally, information regarding the conduct of the evaluation, including the date of the visit and information about the evaluation team, is provided.

EXECUTIVE SUMMARY OF SCHOOL EVALUATION VISIT

The Charter Schools Institute conducted a school evaluation visit to Brooklyn East Collegiate Charter School (“BECCS”) on April 26, 2011. BECCS is in its first year of operation. Based on the analysis of evidence from the evaluation visit, BECCS is on a trajectory toward meeting its Qualitative Educational Benchmarks (a component of the Renewal Benchmarks) by establishing systems and procedures for an effective instructional program. This conclusion is drawn from a variety of indicators discussed more fully later in the report. Some of the more salient indicators include the following.

Academic Success

Areas of Strength

- Brooklyn East Collegiate regularly administers, analyzes and uses assessment results to improve student learning.
- Brooklyn East Collegiate has an organized curriculum framework and teachers develop quality lesson plans.

Organizational Capacity

Areas of Strength

- Brooklyn East Collegiate has a well-functioning organizational structure.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	September 16, 2008
Date Initial Charter Approved by Board of Regents	July 19, 2010
School Opening Date	August 2010

Location

School Year(s)	Location(s)	Grades	District
2010-11	1485 Pacific Street, Brooklyn, NY 11216	5	NYC CSD 17

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Uncommon Schools, Inc.	CMO	2010-Present

Current Mission Statement

The mission of Brooklyn East Collegiate Charter School is to prepare each student to enter, succeed in, and graduate from college.

Current Key Design Elements

- The belief that creativity flourishes within a structured academic environment;
- uncommonly high academic and behavioral expectations combined with extensive individual supports; and
- the belief that, without great teachers, nothing else matters.

School Characteristics

School Year	Original Chartered Enrollment	Actual Enrollment ¹	Original Chartered Grades	Actual Grades	Days of Instruction
2010-11	78	79	5	5	180

¹ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Current Board of Trustees²

Board Member Name	Position/Committees
Alex Boxill	Member
Bob Howitt	Member
Brett Peiser	Secretary
C.J. Cash	Member
Cindy Helen Brea	Member
Eileen Shy	Member
John Greenstein	Treasurer
John Kim	Member
Linton Mann II	Member
Matt Pendo	Member
Reemah Sen	Chair

School Leader(s)

School Year	School Leader(s) Name and Title
2010-11	Eric Green, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year	Institute	April 26, 2011

² Source: School renewal application and Institute board information.

SCHOOL EVALUATION VISIT

Benchmark Conclusions and Evidence

Use of Assessment Data (Benchmark 1.B)

Brooklyn East Collegiate regularly administers, analyzes and uses assessment results to improve student learning.

Brooklyn East Collegiate administers quarterly Interim assessments (IAs) in all core academic subjects. The school's charter management organization (CMO)* develops the IAs for the school and solicits feedback from the school's teachers on strategies to improve test items. Teachers analyze assessment data for trends based on class, student, standard, objective and item. The school tracks student academic growth which enables teachers to monitor student progress and create intervention strategies for students who struggle academically. These strategies include tutoring, homework help, targeted questioning, and Saturday school. Teachers discuss student intervention plans during their weekly one-on-one meetings with the principal. The principal reports that teachers continuously develop strategies to modify their instruction and improve student learning.

The school also administers the Fountas and Pinnell reading test as a diagnostic assessment to all students prior to the start of the school year. Results are then used to homogeneously group students. Teachers also administer self-created quizzes and unit exams which they develop from previous state exams. Additionally teachers administer various end-of-lesson assessments, including exit tickets, graded "do-nows" and verbal drills.

Curriculum (Benchmark 1.C)

Brooklyn East Collegiate has an organized curriculum framework and teachers develop quality lesson plans.

Brooklyn East Collegiate's CMO develops curriculum content for each subject area that outlines subject area standards and sequence. Teachers regularly review subject area content to verify the alignment between standards and objectives. They also design lessons which encourage student-to-student interaction. Teachers develop lesson and unit plans in collaboration with other schools with the CMO. Most teachers report that they revise these unit plans considerably as part of their planning process; and they follow a prescribed lesson planning template which includes standards, objectives, materials and assessments. The principal provides feedback to teachers on lesson plan content and lesson implementation.

Pedagogy (Benchmark 1.D)

* Brooklyn East Collegiate's CMO is Uncommon Schools, Inc.

Quality instruction is evident throughout the school. Teachers implement purposeful lessons with objectives aligned to the school's curriculum.

Teachers implement purposeful lessons and objectives align to the school's curriculum. Lesson plans are detailed with measurable objectives and include planned activities and sample problems. Objectives are posted on the board in all classrooms, and in most classes these objectives were also discussed with students.

Students are cognitively engaged in grade appropriate lessons; some classes promoted the use of higher-order thinking. Generally, lessons consist of teacher directed questioning and students completing independent practice work; teachers utilized a variety of strategies to ensure all students answered questions and circulated to ensure they were on task during independent practice.

In addition to whole-class instruction, small group instruction focuses on pull-out interventions and guided reading for at-risk students. The Special education coordinator pulls out low-level students to receive additional basic skills instruction. All students receive daily guided reading instruction at their appropriate level. Students are grouped into homogenous classes based on reading levels, and all students in all classes cover the same objectives and use the same instructional materials but receive different amounts of support.

Instructional Leadership (Benchmark 1.E)

Brooklyn East Collegiate's leaders instill high expectations for teacher performance and student achievement, while providing teachers with sustained support.

Brooklyn East Collegiate's leaders instill high expectations for teacher performance and student achievement. Teachers can very clearly articulate the expectations held by the principal, including professionalism, collaboration and communication. High expectations for student achievement are also visible throughout the school; interim assessment scores and goals are posted in all classrooms, and both teachers and students can speak to these goals.

Instructional leaders provide all teachers with sustained and systematic support on pedagogy, although some teachers felt they did not receive sufficient content area support. The principal observes all teachers at minimum on a bi-weekly basis. These observations are generally focused on individual teacher goals; feedback is provided via email as well as during weekly one-on-one meetings with the principal. These meetings and cover a variety of topics, including data trends, individual student growth, observation feedback, planning feedback, goal setting and future events. Goal setting is an important component of instructional support to teachers. Goals form the basis of observations and also help inform PD planning. Several teachers note that they have greatly improved due to the observations and weekly debriefings with the principal, particularly in teaching methodology and instructional strategies.

The principal offers content support to BECCS math teachers as well as those at another Uncommon Schools, Inc. (USI) school; in exchange, the principal of this school offers her expertise in ELA to BECCS ELA teachers. Additionally, subject area meetings help to

support teachers; some teachers felt they were not receiving sufficient content-area support through this arrangement.

Instructional leaders conduct regular formal evaluations once yearly. This process consists of a self-assessment, largely focused on individuals' professional development goals, and an evaluation completed largely by the principal, with brief input from the Director of Operations. A formal sit down meeting between the two leaders and the teacher follows. Teachers are aware of the evaluation criteria, and they reported that the feedback was useful.

At-Risk Students (Benchmark 1.F)

Brooklyn East Collegiate provides sufficient resources and support to meet the needs of at-risk students and adequately monitors their progress and success.

Brooklyn East Collegiate has clear procedures for identifying at-risk students. All students are given diagnostic assessments prior to the school year and students are identified for additional interventions at that point. Additionally, students are regularly assessed and monitored for academic intervention needs. Teachers may address concerns about struggling students at a Student Support Team (SST) meeting, during which other teachers assist the referring teacher in creating a student support plan. The implementation of this plan is monitored through check-ins with the SPED coordinator and during later SST meetings. If these interventions are not effective, the SPED coordinator works with district to conduct a special education evaluation.

The school provides sufficient resources and support to meet the needs of at-risk students. There is a full time Special education coordinator who provides push-in and pull-out services in reading and math. Leveled libraries cater to the reading needs of all students, and the schools implements Wilson Reading for its lowest students. Struggling students receive additional scaffolding in all subjects due to the homogenous classes.

The school also adequately monitors the progress and success of at-risk students. The SPED coordinator has a detailed "SPED database" that is provided by Uncommon Schools and that she is required to use and update. It includes the types of accommodations used to help the student, the amount of time spent working with the student, student assessment scores, etc.

Student Order and Discipline (Benchmark 1.G)

Brooklyn East Collegiate promotes a culture of learning and scholarship.

Brooklyn East Collegiate is extremely safe and orderly. Transitions in hallways are quiet, efficient and well-monitored by school staff. During transitions, staff members are assigned to various positions, including hallways and student bathrooms. Staff and students have internalized the school's routines and procedures.

Teachers have effective classroom management and routines that maximize learning time. Posters indicating the school's classroom management routines appear in most classrooms. Students are familiar with these routines, and teachers successfully incorporate the routines into lessons to keep students on task. Students in all classes were observed taking cues from

the teacher and adjusting their behavior when prompted. Students in several classrooms were observed using learned routines to efficiently carry out classroom activities.

The school implements a variety of individualized strategies to work with students who struggle behaviorally, including counseling, behavior plans and parent conferences. Some students have experienced success with these interventions, while others continue to struggle. Most of the school's suspensions were issued to the small group of students who have not responded to individualized interventions.

A merit and demerit system is used to promote positive student behavior. The dean of students is in charge of both detentions for students accruing many demerits and "in the green" outings to reward students who consistently earn merits. Teachers were observed awarding merits with some consistency, but no teachers were observed issuing demerits. A teacher indicated that demerits were used more extensively in the beginning of the year, but that the number of demerits had decreased as student behavior improved.

The school has devoted professional development time to norming teachers' use of the management system. Teachers first received training on the management system during summer orientation. Additional professional development time was devoted to norming teachers' use of the system after teachers discovered discrepancies in its classroom implementation and continues to be identified as an area for growth by the dean of students and other staff.

The school has a discipline policy in place, which is generally followed. The student handbook lays out discipline policies and staff members confirmed adhering to these policies. Various staff members express concern that elements of the policy are not always consistently applied.

Professional Development (Benchmark 1.H)

Brooklyn East Collegiate's professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers' pedagogical skills.

Brooklyn East Collegiate's professional development program assists teachers in meeting student academic needs and school goals. A three week summer orientation was devoted to training teachers on using the network curriculum, teaching practices and school logistics. During the school year, professional development sessions are held every Wednesday afternoon on a variety of topics. Most sessions are led by the principal, sometimes in conjunction with the Director of Operations or the special education coordinator. Content-related professional development is also provided by USI.

Topics for professional development are determined in the beginning of the year, with new topics added based on teacher surveys and communication between staff members and the principal. The principal indicated that guided reading was chosen as a focus of professional development from September to December to provide support for teachers and administrative staff who teach guided reading groups but do not have literacy backgrounds. Teachers also have the opportunity to participate in peer observation, both at BECCS and other network

schools. The special education coordinator and dean of students receive PD with their peers at other USI schools.

There is little systematic evaluation of the effectiveness of the school's professional development. Staff members are asked to fill out surveys following each professional development session; however the school does not track the effectiveness of the sessions. The principal uses regular classroom observations to check for evidence of learning from professional development but reported that he does not necessarily expect to see evidence that teachers learned from professional development during each observation.

Mission & Key Design Elements (Benchmark 2.A)

Brooklyn East Collegiate has faithfully followed its mission and key design elements.

Brooklyn East Collegiate has faithfully followed its mission and key design elements. The school focuses on college preparation, and this focus is evident in the school through a variety of means. For example, there are chants about college, students are able to speak to college as the purpose for working hard, and the school has materials about various colleges posted throughout the school. One key design element of the school is high academic expectations and the hard work required to reach these expectations; this is evident through an extended school day, two hour math and ELA blocks and a sense of urgency in the classrooms. Other key design elements include a structured academic environment, which was present in all classrooms and followed by students, and the importance of good teachers, which is evident in the effort the school and USI put into teacher recruitment.

Organizational Capacity (Benchmark 2.C)

Brooklyn East Collegiate has a well-functioning organizational structure.

Brooklyn East Collegiate's organizational structure supports distinct lines of accountability with clearly-defined roles and responsibilities. There is a clear leadership structure, with both instructional and operational leaders, and clear lines of accountability for these staff. All staff are formally evaluated by one of these two leaders with clear criteria. All interviewed staff understood this structure and who could support them in different areas.

The school is competently managed, with significant resources devoted to ensuring teachers and the principal can focus solely on instructional issues. There is a three person operations team, which seeks to take care of all non-instructional issues for teachers and instructional leaders. This includes student and teacher recruitment, transportation, data analysis, systems management and facility issues. Instructional staff reported that they appreciated these efforts and felt it significantly helped their ability to deliver quality instruction.

The school hires staff with a significant amount of prior teaching experience, which is reflective of the rigorous hiring process. There is only one teacher on staff without prior teaching experience, a Teach for America corps member. Other teachers have taught in high performing charter schools nationwide, as well as New York City public schools. The school is supported by staff at USI who conduct recruitment and initial screening, but the principal has final say over hiring. Teachers report that the principal went above and beyond to recruit them to the school, including flying to other states to speak with them.

The school has maintained sufficient enrollment, with very low attrition. Currently the majority of students must take a bus to reach the school due to this new location. The school's facility is likely to change again next year, which has been factored into student recruitment for 2011-12, and leaders reported that parents have indicated they will keep their children enrolled despite the move.

Governance (Benchmark 2.D-E)

Brooklyn East Collegiate's school board works to achieve the school's mission and provides oversight to the total educational program.

Brooklyn East Collegiate school board members have a wide range of skills, including legal and financial, and have a strong understanding of their governance role. The board has recently added new members and is contemplating adding additional members with academic expertise. The school board receives detailed information from both school leaders and Uncommon Schools, including student achievement, teacher satisfaction, attendance, and financial data.

The board contracts with an external organization for the evaluation of the school's principal; however, they provide feedback to the external organization during the evaluation process. The board also conducts an annual evaluation of USI, which is based largely on a survey of school and network staff conducted by the network itself. The board recently completed a self-assessment survey and is in the process of analyzing the results.

Conduct of the Visit

The Charter Schools Institute conducted the school evaluation visit at Brooklyn East Collegiate Charter School on April 26, 2011. Listed below are the names and backgrounds of the individuals who conducted the visit:

Team Leader: Maya Lagana is an Accountability Analyst for the Charter Schools Institute of the State University of New York. She is responsible for providing technical support related to school accountability plans and the reporting and analysis of individual school performance. Ms. Lagana joined the Institute as an Analyst for School Evaluation. In this position she scheduled ongoing school evaluation visits, communicated with school team members and administrative staff regarding site visit logistics and requirements, developed and disseminated RFP documents, and coordinated the recruitment and work of consultants. Prior to joining the Institute, Ms. Lagana served as a research intern at New Visions for Public Schools in New York City, where she performed data analysis on school performance and conducted research on a variety of educational issues. In 2008, Ms. Lagana was a Project Manager at Boston Collegiate Charter School in Boston, Massachusetts, where she was responsible for creating and implementing a data organization system as well as analyzing data. During that same year, Ms. Lagana also helped to craft grant proposals and formulate a strategic fundraising plan for Achievement First in Brooklyn, New York. Previously, Ms. Lagana was an Assessment Specialist at the American Board for Certification of Teacher Excellence in Washington D.C., where she helped to develop teacher certification exams and analyzed item level statistics and demographics information. In addition to her extensive background as an analyst, Ms. Lagana also has experience as a third

grade classroom teacher in New York City. Ms. Lagana received her Master of Public Administration degree in Policy Analysis from New York University's Wagner School for Public Service, her Masters of Education degree from Mercy College and her Bachelor of Arts degree in Political Science from Carleton College.

Institute Team Member: Sean Fitzsimons is a Program Analyst for the SUNY Charter Schools Institute. He supports SUNY's new charter school application process by addressing questions from applicants, reviewing and analyzing new applications, coordinating the review of applications to establish new charter schools by Institute staff and external educational experts, and drafting application summaries and other related documents. Mr. Fitzsimons most recently served as Chair of the Social Studies Department at Manassas Park Middle School in Manassas Park, Virginia where he guided curriculum sequencing and pacing to align the school's courses with state standards, trained and mentored faculty, and designed and implemented courses in Civics and Economics, American Studies, American History, and World Geography. He also taught remedial reading curriculum to special education students and English language learners. Prior to his service at Manassas Park Middle School, Mr. Fitzsimons was an Administrative and Research Assistant at the Embassy of Japan in Washington, D.C. In addition, Mr. Fitzsimons was a visiting instructor at Shanghai Teachers University in Shanghai, China, where he designed and taught curriculum for English language learners. Mr. Fitzsimons received his Master of Education degree in Curriculum and Instruction and Secondary Education Social Studies from George Mason University and his Bachelor of Arts degrees in International Relations and Political Science from the State University of New York, College at Geneseo.

Rebecca Slaughter is a Special Projects Assistant at the SUNY Charter Schools Institute. She is responsible for preparing the office for meetings of the State University Trustees and tracking related actions. She also supports the Institute's communications efforts, including updates to the Institute's website and document and report finalization. Rebecca joined the Institute in August 2009 as an Intern. As an Intern, Rebecca helped to support the Institute's research needs and assisted in projects with many of the Institute's staff members. Ms. Slaughter received her Bachelor of Science Degree in Business Administration and Psychology from the State University of New York at Albany, and her Master of Public Administration degree with concentration in Education Policy/Decision Science from the State University at Albany, Nelson A. Rockefeller College of Public Affairs and Policy.

Consultant Team Member: Cynthia Millinger, M.Ed., is the founding president of Charter School Startup, an independent education consulting company that assists charter school applicants, founders, and staff in developing a standards-based Essential Curriculum. Currently Ms. Millinger is the lead math curriculum consultant for the Newark Charter Schools Fund, as well as for several charter schools throughout New Jersey. In this role she collaborates with school leadership and staff to effectively implement data-driven instruction programs that address both external accountability and a school's unique mission. Since 2007 Ms. Millinger has been the primary curriculum consultant for the New York City Charter School Center, the Washington, DC-based Friends of Choice in Urban Schools (FOCUS), and the Maryland Charter School Network. In this capacity she has delivered both in-person and online workshops to hundreds of charter school applicants and leaders on a wide-range of education program topics, including mission, standards, instruction, assessment, and curriculum mapping. In 2009 Ms. Millinger conducted workshops on Essential Curriculum design and new school development at the National Alliance for Public

Charter Schools Master Class in Dallas and the National Charter Schools Conference in Washington, DC. Additionally, she co-authored the 2009 National Alliance Playbook on New School Development to support the startup and replication work of charter support organizations (CSOs) across the country.

APPENDIX A: RENEWAL BENCHMARKS USED DURING THE VISIT

An excerpt of the State University Charter Renewal Benchmarks follows.

Visit the Institute's website at: <http://www.newyorkcharters.org/documents/renewalBenchmarks.doc> to see the complete listing of Benchmarks.

Benchmarks 1B – 1H, and Benchmarks 2A – 2E were using in conducting this evaluation visit.

Renewal Question 1 Is the School an Academic Success?	
<u>Evidence Category</u>	<u>State University Renewal Benchmarks</u>
<p>State University Renewal Benchmark 1B</p> <p>Use of Assessment Data</p>	<p>The school has a system to gather assessment and evaluation data and uses it to improve instructional effectiveness and student learning.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school regularly uses standardized and other assessments that are aligned to the school's curriculum framework and state performance standards; • the school systematically collects and analyzes data from diagnostic, formative, and summative assessments, and makes it accessible to teachers, school leaders and the school board; • the school uses protocols, procedures and rubrics that ensure that the scoring of assessments and evaluation of student work is reliable and trustworthy; • the school uses assessment data to predict whether the school's Accountability Plan goals are being achieved; • the school's leaders use assessment data to monitor, change and improve the school's academic program, including curriculum and instruction, professional development, staffing and intervention services; • the school's teachers use assessment data to adjust and improve instruction to meet the identified needs of students; • a common understanding exists between and among teachers and administrators of the meaning and consequences of assessment results, e.g., changes to the instructional program, access to remediation, promotion to the next grade; • the school regularly communicates each student's progress and growth to his or her parents/guardians; and • the school regularly communicates to the school community overall academic performance as well as the school's progress toward meeting its academic Accountability Plan goals.
<p>State University Renewal Benchmark 1C</p> <p>Curriculum</p>	<p>The school has a clearly defined curriculum and uses it to prepare students to meet state performance standards.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school has a well-defined curriculum framework for each grade and core academic subject, which includes the knowledge and skills that all students are expected to achieve as specified by New York State standards and performance indicators;

	<ul style="list-style-type: none"> • the school has carefully analyzed all curriculum resources (including commercial materials) currently in use in relation to the school’s curriculum framework, identified areas of deficiency and/or misalignment, and addressed them in the instructional program; • the curriculum <i>as implemented</i> is organized, cohesive, and aligned from grade to grade; • teachers are fully aware of the curricula that they are responsible to teach and have access to curricular documents such as scope and sequence documents, pacing charts, and/or curriculum maps that guide the development of their lesson plans; • teachers develop and use lesson plans with objectives that are in alignment with the school’s curriculum; • the school has defined a procedure, allocated time and resources, and included teachers in ongoing review and revision of the curriculum; and • the curriculum supports the school’s stated mission.
<p>State University Renewal Benchmark 1D</p> <p>Pedagogy</p>	<p>High quality instruction is evident in all classes throughout the school.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • teachers demonstrate subject-matter and grade-level competency in the subjects and grades they teach; • instruction is rigorous and focused on learning objectives that specify clear expectations for what students must know and be able to do in each lesson; • lesson plans and instruction are aligned to the school’s curriculum framework and New York State standards and performance indicators; • instruction is differentiated to meet the range of learning needs represented in the school’s student population, e.g. flexible student grouping, differentiated materials, pedagogical techniques, and/or assessments; • all students are cognitively engaged in focused, purposeful learning activities during instructional time; • learning time is maximized (e.g., appropriate pacing, high on-task student behavior, clear lesson focus and clear directions to students), transitions are efficient, and there is day-to-day instructional continuity; and • teachers challenge students with questions and assignments that promote academic rigor, depth of understanding, and development of higher-order thinking and problem-solving skills.
<p>State University Renewal Benchmark 1E</p> <p>Instructional Leadership</p>	<p>The school has strong instructional leadership.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school’s leadership establishes an environment of high expectations for student achievement; • the school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge, pedagogical skills and student achievement); • the school’s instructional leaders have in place a comprehensive and on-going system for evaluating teacher quality and effectiveness; • the school’s instructional leaders, based on classroom visits and other available data, provide direct ongoing support, such as critical feedback, coaching and/or modeling, to teachers in their classrooms; • the school’s leadership provides structured opportunities, resources and guidance for teachers to plan the delivery of the instructional program within and across grade levels as well as within disciplines or content areas; • the school’s instructional leaders organize a coherent and sustained professional

	<p>development program that meets the needs of both the school and individual teachers;</p> <ul style="list-style-type: none"> the school's leadership ensures that the school is responding to the needs of at-risk students and maximizing their achievement to the greatest extent possible in the regular education program using in-class resources and/or pull-out services and programs where necessary ; and the school's leadership conducts regular reviews and evaluations of the school's academic program and makes necessary changes to ensure that the school is effectively working to achieve academic standards defined by the State University Renewal Benchmarks in the areas of assessment, curriculum, pedagogy, student order and discipline, and professional development.
<p>State University Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>The school is demonstrably effective in helping students who are struggling academically.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school deploys sufficient resources to provide academic interventions that address the range of students' needs; all regular education teachers, as well as specialists, utilize effective strategies to support students within the regular education program; the school provides sufficient training, resources, and support to all teachers and specialists with regard to meeting the needs of at-risk students; the school has clearly defined screening procedures for identifying at-risk students and providing them with the appropriate interventions, and a common understanding among all teachers of these procedures; all regular education teachers demonstrate a working knowledge of students' Individualized Education Program goals and instructional strategies for meeting those goals; the school provides sufficient time and support for on-going coordination between regular and special education teachers, as well as other program specialists and service providers; and the school monitors the performance of student participation in support services using well-defined school-wide criteria, and regularly evaluates the effectiveness of its intervention programs.
<p>State University Renewal Benchmark 1G</p> <p>Student Order & Discipline</p>	<p>The school promotes a culture of learning and scholarship.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school has a documented discipline policy that is consistently applied; classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident; low-level misbehavior is not being tolerated, e.g., students are not being allowed to disrupt or opt-out of learning during class time; and throughout the school, a safe and orderly environment has been established.
<p>State University Renewal Benchmark 1H</p> <p>Professional Development</p>	<p>The school's professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers' pedagogical skills and content knowledge.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program; the content of the professional development program dovetails with the school's

	<p>mission, curriculum, and instructional programs;</p> <ul style="list-style-type: none"> • annual professional development plans derive from a data-driven needs-assessment and staff interests; • professional development places a high priority on achieving the State University Renewal Benchmarks and the school’s Accountability Plan goals; • teachers are involved in setting short-term and long-term goals for their own professional development activities; • the school provides effective, ongoing support and training tailored to teachers’ varying levels of expertise and instructional responsibilities; • the school provides training to assist all teachers to meet the needs of students with disabilities, English language learners and other students at-risk of academic failure; and • the professional development program is systematically evaluated to determine its effectiveness at meeting stated goals.
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Renewal Question 2 Is the School an Effective, Viable Organization?	
<u>Evidence Category</u>	<u>State University Renewal Benchmarks</u>
State University Renewal Benchmark 2A Mission & Key Design Elements	<p>The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • stakeholders are aware of the mission; • the school has implemented its key design elements in pursuit of its mission; and • the school meets or comes close to meeting any non-academic goals contained in its Accountability Plan.
State University Renewal Benchmark 2B Parents & Students	<p>Parents/guardians and students are satisfied with the school.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school has a process and procedures for evaluation of parent satisfaction with the school; • the great majority of parents with students enrolled at the school have strong positive attitudes about it; • few parents pursue grievances at the school board level or outside the school; • a large number of parents seek entrance to the school; • parents with students enrolled keep their children enrolled year-to-year; and • the school maintains a high rate of daily student attendance.
State University Renewal Benchmark 2C Organizational Capacity	<p>The school has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school demonstrates effective management of day-to-day operations; • staff scheduling is internally consistent and supportive of the school’s mission; • the school has established clear priorities, objectives and benchmarks for achieving

	<p>its mission and Accountability Plan goals, and a process for their regular review and revision;</p> <ul style="list-style-type: none"> • the school has allocated sufficient resources in support of achieving its goals; • the roles and responsibilities of the school’s leadership and staff members are clearly defined; • the school has an organizational structure that provides clear lines for accountability; • the school’s management has successfully recruited, hired and retained key personnel, and made appropriate decisions about removing ineffective staff members when warranted; • the school maintains an adequate student enrollment and has effective procedures for recruiting new students to the school; and • the school’s management and board have demonstrated effective communication practices with the school community including school staff, parents/guardians and students.
<p>State University Renewal Benchmark 2D Board Oversight</p>	<p>The school board has worked effectively to achieve the school’s mission and provide oversight to the total educational program.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school board has adequate skills and expertise, as well as adequate meeting time to provide rigorous oversight of the school; • the school board (or a committee thereof) understands the core business of the school—student achievement—in sufficient depth to permit the board to provide effective oversight; • the school board has set clear long-term and short-term goals and expectations for meeting those goals, and communicates them to the school’s management and leaders; • the school board has received regular written reports from the school leadership on academic performance and progress, financial stability and organizational capacity; • the school board has conducted regular evaluations of the school’s management (including school leaders who report to the board, supervisors from management organization(s), and/or partner organizations that provide services to the school), and has acted on the results where such evaluations demonstrated shortcomings in performance; • where there have been demonstrable deficiencies in the school’s academic, organizational or fiscal performance, the school board has taken effective action to correct those deficiencies and put in place benchmarks for determining if the deficiencies are being corrected in a timely fashion; • the school board has not made financial or organizational decisions that have materially impeded the school in fulfilling its mission; and • the school board conducts on-going assessment and evaluation of its own effectiveness in providing adequate school oversight, and pursues opportunities for further governance training and development.
<p>State University Renewal Benchmark 2E Governance</p>	<p>The board has implemented and maintained appropriate policies, systems and processes, and has abided by them.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school board has established a set of priorities that are in line with the school’s goals and mission and has effectively worked to design and implement a system to achieve those priorities;

	<ul style="list-style-type: none">• the school board has in place a process for recruiting and selecting new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;• the school board has implemented a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with those set forth in the charter—and consistently abided by them through the term of the charter;• the school board has generally avoided creating conflicts of interest where possible; where not possible, the school has managed those conflicts of interest in a clear and transparent manner;• the school board has instituted a process for dealing with complaints (and such policy is consistent with that set forth in the charter), has made that policy clear to all stakeholders, and has followed that policy including acting in a timely fashion on any such complaints;• the school board has abided by its by-laws including, but not limited to, provisions regarding trustee elections, removals and filling of vacancies;• the school board and its committees hold meetings in accordance with the Open Meetings Law, and minutes are recorded for all meetings including executive sessions and, as appropriate, committee meetings; and• the school board has in place a set of board and school policies that are reviewed regularly and updated as needed.
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