



Charter Schools Institute
The State University of New York

Ocean Hill Collegiate Charter School

School Evaluation Report 2010-11

Visit Date: June 1, 2011

Report Issued: October 6, 2011

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INTRODUCTION

The Board of Trustees of the State University of New York (“SUNY 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 SUNY Trustees have authorized is in compliance with applicable law and the terms of its charter. The SUNY Trustees, however, consistent with the goals of the 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 SUNY authorized charter schools. By providing this oversight, the SUNY 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, if applicable, 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 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 notes areas in need of improvement 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 by 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 the Ocean Hill Collegiate Charter School (“Ocean Hill Collegiate”) on June 1, 2011. While Ocean Hill Collegiate is in its first year of operation, the Institute holds all schools accountable for the Renewal Benchmarks with consideration given to its point in the charter period. A school in its first year is expected to have begun to build systems and procedures that would provide a platform for delivering effective instruction to improve student learning and achievement.

Based on an analysis of evidence from this evaluation visit, Ocean Hill Collegiate has made progress toward establishing the systems and procedures in its educational program. The systems and procedures are sufficient to put the school on a trajectory toward meeting the Qualitative Educational Benchmarks when the school is scheduled for renewal. 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

- Ocean Hill Collegiate administers a variety of assessments, has systems to gather assessment data and uses the data to improve student learning.
- The school has an organized curriculum framework aligned with state standards. Teachers know what to teach and when to teach it.
- Ocean Hill Collegiate has strong instructional leadership. School leaders instill high expectations for teacher performance and student achievement. Instructional leaders provide systematic pedagogical support and regularly evaluate teacher and provide them with feedback on their performance.

Areas for Growth

- Teachers report they would like more training to support special education students.

Organizational Capacity

Areas of Strength

- The school has established a well-functioning organizational structure with staff, systems and procedures that allow the school to carry out its academic program. The school maintains sufficient enrollment and has adequate facilities to serve its current student population.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	September 16, 2008
Date Initial Charter Approved by Operation of Law	February 23, 2009
School Opening Date	August 2010

Location

School Year(s)	Location(s)	Grades	District
2010-11	1137 Herkimer Street, Brooklyn, NY, 11233	All	NYC CSD 23

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Uncommon Schools, Inc.	Charter Management Organization	2010-Present

Current Mission Statement

The mission of Ocean Hill Collegiate Charter School is to prepare each student for college.

Current Key Design Elements

<ul style="list-style-type: none"> • Educational design based on other successful urban charter schools; • Extended school day and year; • An emphasis on college such that the freshman year of college will be a natural extension of graduation from high school; • A calm, composed, and disciplined environment to maximize the amount of time on-task; and • A focus on literacy driven by an understanding that most students beginning 5th grade are reading substantially below grade level and an acknowledgement that if a school does not address this issue immediately, students will be at a huge disadvantage in all subjects high school and college.
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School Characteristics

School Year	Original Chartered Enrollment	Actual Enrollment ¹	Original Chartered Grades	Actual Grades	Days of Instruction
2010-11	78	78	5	5	190

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	Trustee
Bob Howitt	Trustee
Brett Peiser	Secretary
C.J. Cash	Trustee
Cindy Helen Brea	Trustee
Eileen Shy	Trustee
John Greenstein	Treasurer
John Kim	Trustee
Maurice Holmes	Trustee
Reemah Sen	Board Chair

School Leader(s)

School Year	School Leader(s) Name and Title
2010-11	Hannah Solomon

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year	Institute	June 1, 2011

² Source: School renewal application and Institute board information.

SCHOOL EVALUATION VISIT

Benchmark Conclusions and Evidence

Use of Assessment Data (Benchmark 1.A)

Ocean Hill Collegiate administers a variety of assessments, has systems to gather assessment data and uses the data to improve student learning.

Ocean Hill Collegiate uses a variety of assessments to gauge student performance and growth including standardized tests, diagnostics, and formal and informal content area assessments. The school has a well-developed interim assessment (IA) system for English language arts (ELA), math, science and social studies. The school's charter management organization (CMO)*, develops the IA's, modeled on state exams; the school administers them four times per year. The school also administers the nationally norm-referenced Terra Nova examination twice a year as an additional measure of student growth and school success.

The school administers diagnostic assessments to all incoming students. They include a math assessment previously released from the Massachusetts Comprehensive Assessment System and a reading passage from the Strategic Teaching and Evaluation of Progress assessment, a nationally recognized reading assessment. The school administers a leveled reading assessment (LRA) four times a year to determine reading levels and uses results to assign students to guided reading groups. Teachers also use reading assessments to assign students to ability grouped classes. The school's reading teacher coordinates the administration of literacy assessments and monitors student progress within reading groups.

Teachers create and administer end-of-unit exams to measure short-term mastery in various subject areas. In addition to formal written unit exams, teachers use daily informal assessments to inform instruction including do-now's, exit tickets and targeted questioning. Teachers report that they use assessment results to re-teach concepts when necessary.

The school systematically uses data to improve and differentiate instruction. The director of operations (DOO) collects and analyzes IA results. He then provides teachers with a detailed assessment report, including an item analysis by student, class and standard. Teachers use IA data to assign or remove students from remedial tutoring groups and to determine the need for classroom academic interventions.

Curriculum (Benchmark 1.B)

Ocean Hill Collegiate has an organized curriculum framework aligned with state standards. Teachers know what to teach and when to teach it and they have sufficient materials to implement their curriculum.

The school's CMO supplies the school with a comprehensive, state aligned curriculum. During summer professional development, teachers review the curriculum scope and sequence and verify

* Ocean Hill Collegiate Charter School's CMO is Uncommon Schools, Inc.

alignment between standards and objectives. Many objectives in the scope and sequence require students to “identify” or “define” concepts, but teachers have the freedom to teach objectives across Bloom’s taxonomy domains including having students interpret and analyze information.

Teachers know what to teach and when to teach it based on the school’s scope and sequence, IAs and teacher-created unit plans. Teachers create units that address objectives covered during each upcoming quarter. The school’s CMO provides online support through exemplar units developed by teachers across the organization’s schools. Teachers may use and adapt these for their classrooms; however, the principal reports that unit quality varies by subject area. The principal continually reviews unit plans in order to provide oversight and support to teachers.

Ocean Hill Collegiate has ample curricular materials and allows teachers the freedom to supplement these materials. Teachers have access to subject-area textbooks, non-fiction and fiction trade books and magazines, and instructional packets created by other teachers in the network; however, many teachers continue to create their own daily instructional resources. Teachers may choose to use resources not recommended by the network, but must justify their use to the principal.

Pedagogy (Benchmark 1.D)

Teachers implement high-quality instruction, present lessons with clearly stated objectives, maximize learning time and engage students.

Teachers implement lessons with clear learning objectives based on the school’s curriculum. All teachers effectively prepare lessons and structure them to ensure alignment with the school’s instructional model including opportunities for teacher-directed instruction, guided whole class activities and independent practice. Teachers maximize learning time through well-implemented routines such as passing papers with urgency and using timers during lesson activities. Teachers effectively use multiple lesson engagement strategies including partner sharing, cold calling and using non-verbal signals to indicate agreement or disagreement. Teachers also use higher-order questioning strategies. For example, a reading class teacher asked students to make connections between an historical fiction novel and supplementary texts about the same era as the novel. Additionally, many teachers require students to explain their answers.

Teachers scaffold lessons and support different learning styles, student needs and ability levels. Outside of core classes, all students participate in skill-level-based guided-reading groups. Teachers use these groups to provide intervention services to selected students.

Instructional Leadership (Benchmark 1.E)

Ocean Hill Collegiate has strong instructional leadership. School leaders instill high expectations for teacher performance and student achievement. Instructional leaders provide systematic pedagogical support by regularly evaluating teacher and providing them with feedback on performance.

Ocean Hill Collegiate’s leaders set high teacher expectations. The school also has high expectations for student achievement as evidenced by rigorous instruction, high quality student work samples and the presentation of honor roll student commendations posted throughout the building.

The school's Instructional leaders provide all teachers with sustained and systematic pedagogical support. The principal observes all teachers and verifies student achievement on a weekly basis throughout the year. Observations focus on a teacher's professional development goals or specific concerns. The principal provides feedback through email and weekly one-on-one meetings. The meetings cover a variety of topics including data trends, individual student growth, observation feedback, planning feedback, and goal setting. Teachers report that the observation and weekly meeting structure provide them with ample support.

School leaders conduct a mid-year teacher evaluation using an evaluation form supplied by the CMO and a self evaluation completed by the teacher. Teachers evaluate themselves based on the charter management organizations' teacher performance expectations. The principal compares those results with his own evaluation form to complete the formal mid-year evaluation. While the teacher evaluations demonstrate substantial feedback on a variety of critical topics, the principal almost always provides positive feedback. Teachers report that they would like more critical feedback with a focus on areas for growth.

At-Risk Students (Benchmark 1.F)

Ocean Hill Collegiate has structures in place to systematically identify academically struggling students, provide them with a variety of supports and regularly assess their progress.

Ocean Hill Collegiate regularly assesses students' academic achievement and monitors student progress through the IA's and LRA's. Teachers recommend academically struggling students to the school's student support office (SSO) consisting of the principal, special education coordinator, dean of students and social worker. SSO members develop initial strategies to support at-risk students and also recommend students to the school's student support team meetings (SST). Teachers and the special education coordinator comprise the SST which creates individualized plans to support students.

The school provides sufficient resources and support to meet the needs of at-risk students. The school has a full-time special education coordinator who provides reading and math remediation services. Additionally, the school has a guided reading program, Wilson Reading, which accommodates multiple reading levels. Students in need of intensive subject area must attend daily after-school tutoring, while those identified as needing targeted remediation on a limited number of objectives receive lunch-time tutoring.

The school monitors the progress of academically struggling students. The school's special education coordinator has a detailed special education database to monitor any student receiving assistance. The database includes the types of accommodations used to help the student, the amount of time spent working with the student and the student's assessment scores. The special education coordinator uses this information to create a weekly SST newsletter that she sends to teachers and that includes both behavioral and academic updates on at-risk students. Although the school provides professional development in special education compliance, teachers report that they would like more special education strategy training.

Student Order and Discipline (Benchmark 1.G)

Ocean Hill Collegiate has an extremely safe and orderly environment with well-monitored, quiet and efficient classroom transitions. The school's CMO has a well-established behavior management

system used for all students as well as a variety of supports to students that struggle with conduct issues.

School staff direct and greet students while monitoring hallways to ensure students conduct quiet and efficient hallway transitions. This efficient and orderly environment extends into classrooms. Teachers have effective classroom management techniques and routines that maximize learning time. Posters with classroom management routines are displayed in most classrooms. Students have familiarity with these routines and teachers successfully incorporate them into lessons to keep students on task. Students in all classes take cues from their teachers and quickly adjust their behavior when prompted.

The dean of students oversees the school's merit and demerit system used by teachers to promote positive student behavior. Staff report that teachers receive professional development training on implementing the system and participate in activities to ensure system norming. Although the visit team did not observe teachers using the merit/demerit system, students displayed good behavior. Some teachers admit that they do not always report demerits and the dean of students acknowledges that experienced teachers have the discretion to personalize their management strategies.

To work with students who struggle behaviorally, the school implements a variety of individualized strategies including counseling, behavior plans and parent conferences. Some students have experienced success with these interventions, while others have not responded to individualized interventions.

Professional Development (Benchmark 1.H)

Ocean Hill Collegiate's professional development program assists teachers in carrying out the school's instructional priorities.

The school's professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers' pedagogical skills. The summer professional development program trains teachers on the CMO's curriculum, teaching practices, and school logistics such as routines and classroom management. During the school year, professional development sessions occur every Wednesday afternoon. The principal determines professional development topics based on teacher needs and has them identify personal goals after professional development sessions. The principal in turn monitors the implementation of the goals during classroom observations and through her weekly meetings with teachers. The principal finds these professional development sessions effective insofar as teachers implement the strategies in their classrooms.

Teachers participate in peer observations both at Ocean Hill Collegiate and other schools within the CMO's network of schools. Teachers report that they receive sufficient content area support through professional development and interactions with teachers throughout the CMO. Teachers also report the ability to receive outside professional development as long as they can justify the need.

Mission (Benchmark 1. F)

Ocean Hill Collegiate faithfully pursues its mission and has implemented design elements included in its charter.

Ocean Hill Collegiate faithfully follows its mission and key design elements. The school's mission focuses on college preparation by posting college materials throughout the facility, creating student chants about college and enabling students to identify college attendance as their purpose for working hard. The school's design also reflects high academic expectations and the hard work required to reach these expectations. The school is carrying out its key design elements, which include an extended school day, two hour math and ELA blocks, a sense of urgency in the classrooms, a structured academic environment in all classrooms and a quality teaching staff.

Organizational Capacity (Benchmark 2.C)

Ocean Hill Collegiate has a well-functioning organizational structure with staff, systems and procedures that allow the school to carry out its academic program. The school maintains sufficient enrollment and has adequate facilities to serve its current student population.

School leadership competently manages the school, ensuring teachers have sufficient resources to focus on instruction. The school has a three-person operations team that manages non-instructional issues such as student and teacher recruitment, transportation, data analysis, systems management and facility issues. Instructional staff report that they appreciate these efforts and feel it significantly enhances their ability to deliver quality instruction. The school has an experienced teaching staff with many teachers having previously taught in high performing charter schools. The CMO recruits and screens teachers, but the principal has final hiring authority.

The school has maintained sufficient enrollment with low attrition. The school had a 300 student waiting list at the beginning of the school year and reports having a substantial waiting list for the 2011-12 school year. Although some staff report that coordinating space with co-located schools presents challenges, the school's current facility meets the school's needs and the school intends to remain in its current location through its first charter term.

Governance (Benchmark 2.D-E)

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

Board members have a wide range of skills and have a strong understanding of their governance role. The board has recently added new members and contemplates adding additional members with academic expertise. The CMO and the school leader provide the school board with detailed information on student achievement, teacher satisfaction, attendance and financial data.

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

Conduct of the Visit

The Charter Schools Institute conducted the school evaluation visit at Ocean Hill Collegiate Charter School on June 1, 2011. Listed below are the names and backgrounds of the individuals who conducted the visit:

Sean Fitzsimons (Team Leader) is a Program Analyst for the Charter Schools Institute of the State University of New York. 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 this, 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.

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.

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>
State University Renewal Benchmark 1B	<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.
Use of Assessment Data	
State University Renewal Benchmark 1C	<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; • the school has carefully analyzed all curriculum resources (including commercial
Curriculum	

<p style="text-align: center;">State University Renewal Benchmark 1D</p> <p style="text-align: center;">Pedagogy</p>	<p>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;</p> <ul style="list-style-type: none"> • 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>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 style="text-align: center;">State University Renewal Benchmark 1E</p> <p style="text-align: center;">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 development program that meets the needs of both the school and individual

<p>State University Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>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>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?	
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<u>Evidence Category</u>	<u>State University Renewal Benchmarks</u>
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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.
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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.
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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
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	<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</p> <p>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</p> <p>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;

- 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.