



Charter Schools Institute
The State University of New York

**External Evaluation Report of
True North Rochester
Preparatory Charter School**

2007 – 2008

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True North Rochester Preparatory Charter School

External Evaluation Report

I. INTRODUCTION

The external inspection is part of a comprehensive oversight and evaluation system for those charter schools authorized by the Board of Trustees of the State University of New York. The external inspection during the second or third year of a school's initial five-year charter cycle and periodically thereafter provides an independent assessment of the school's progress toward meeting the academic and, on a more limited basis, organizational Qualitative Educational Benchmarks (QEBs), a component of the State University of New York Charter Renewal Benchmarks ("State University Charter Renewal Benchmarks").¹

The external inspection complements the regular reviews conducted by the Charter Schools Institute by incorporating the Institute's documentation of the school's previous record of performance. This report provides an analysis of the data reviewed before and during the inspection visit and reflects any trends evident therein. In addition, this assessment provides insights which may contribute to the school's ongoing improvement efforts and support the school's case when it applies for initial or subsequent charter renewal. Finally, the Institute uses external inspection reports in discussions with school boards about the quality of their schools' educational programs and the schools' prospects for charter renewal.

This report is organized in the following sections:

- I. Introduction
- II. Conduct of the Visit
- III. School Description
- IV. Executive Summary
- V. School Progress Report
- VI. Overall Trends Regarding the School

Section I - the "Introduction" provides an overview of the external inspection process, as well as an overview of the organization of this report. Section II - the "Conduct of the Visit" includes a list of the members of the site visit team and their biographical sketches, along with a synopsis of the documents reviewed in preparation for the visit. Section III - the "School Description," as the title indicates, briefly describes the charter school in terms of its establishment and history. Section IV - the "Executive Summary" provides a summary of the major conclusions reflected in the report.

Section V, entitled the "School Progress Report," is divided into two parts: Part I, the "Benchmark Analysis and Evidence of the School's Academic Success" and Part II, the "Benchmark Analysis and Evidence of the School's Organizational Viability." Both parts of the School Progress Report reflect evidence and analysis of the school's effectiveness in meeting the standards set out in selected QEBs of the State University Charter Renewal Benchmarks.

¹ A full description of the State University Trustees' Renewal Benchmarks and *Practices, Policies, and Procedures for the Renewal of Charter Schools authorized by the State University Board of Trustees* can be found at: <http://www.newyorkcharters.org>.

The “Benchmark Analysis and Evidence of the School’s Academic Success” is further divided into two components: the “School Performance Review,” which provides an analysis of student academic performance for the most recent two or three years as an indication of the school’s academic success (Renewal Benchmark 1A), and the “School Educational Program Review,” which reflects the visit team’s analysis of the qualitative aspects of the school’s educational program based upon the guiding questions provided by the Institute and aligned with Renewal Benchmarks 1B - 1F.

“Benchmark Analysis and Evidence of the School’s Organizational Viability,” focuses on three components: clarity of the school’s mission and vision to its stakeholders; parent and student satisfaction; and the establishment of systems to monitor the effectiveness of the school’s instructional program. Renewal Benchmarks 2B, 2D.1, and 2C.1 provide the underpinnings for this part of the report.

In the final section of the External Visit report, Section VI - “Overall Trends Regarding the School,” the visit team offers its insights about any patterns that have emerged across the full spectrum of the school. Here the team offers its judgments about the school’s effectiveness at meeting the broad goals defined in the New York Charter Schools Act of 1998 as amended (Education Law §2850(2) (a-f)):

- improving student learning and achievement;
- increasing learning opportunities for all students (particularly students at risk of academic failure);
- encouraging the use of different and innovative teaching methods;
- creating new professional opportunities for teachers, school administrators and other school personnel;
- expanding parental choice in public schools; and
- moving from a rule-based to performance-based accountability system by holding schools accountable for meeting measurable student achievement results.

The judgments of the team are organized into two categories: academic program and organizational viability. The framework for the progress report discussion is shown in Appendix A. For your reference, the State University Charter Renewal Benchmarks, in their entirety, may be found on the Institute’s website at <http://www.newyorkcharters.org/schoolsRenewOverview.htm>.

II. CONDUCT OF THE VISIT

The inspection of the True North Rochester Preparatory Charter School was conducted on March 31 and April 1, 2008, by an independent team of experienced educators from Class Measures of Stoneham, Massachusetts. Class Measures was assisted by Clarus Group of Hanover, Massachusetts. The Class Measures team included:

- **Marcia Anselmo** has been an educator for 35 years. Her career in public education has been in New Bedford, MA where she was a classroom teacher for 16 years and a Principal for 19 years. In 1993 her school was one of five original schools in Massachusetts to pilot the Accelerated Schools model of whole school reform. Her most recent school, Sgt. Carney Academy, a large urban elementary school, is a Reading First School and recently has been cited in the EQA publication *Gaining Traction* as an effective urban school. In the fall of 2007 Sgt. Carney Academy was awarded the U S Department of Education Reading First Targeted Assistance Grant for meeting specified increases in student achievement in the aggregate and for all sub-groups covering testing cycles for 2004-2006. Since her retirement in 2006, Marcia has been working as a consultant in New Bedford working with Principals of non-Reading First schools and as a Leadership Consultant with Class Measures participating in school reviews.
- **Ellen Barol** served for 30 years as a teacher and then as an administrator at the secondary level. She spent 20 years in the classroom, during which she created and ran alternative programs for at-risk students, then became Administrator for Academic Programs at Falmouth High School. Responsibilities included developing and monitoring school-wide curricular, instructional, and programmatic initiatives. After retiring in 2006, she joined Class Measures as a Leadership Consultant and has participated in school reviews in Massachusetts and New York.
- **Christine Brandt**, *Lead Inspector*, has been an educator for 40 years, serving as a classroom teacher, special educator, administrator, and principal. She began her career as a middle school teacher of English, French, and Reading. She moved into the administrator ranks as a special education director at the middle school level. She has served as a principal for 18 years, first in Wellesley, then in Dover, Massachusetts. In addition, she worked with the Somerville Charter School as Lower School Coordinator. Currently, she mentors and supervises aspiring school administrators in both regular and special education. She serves on the Board of Directors of the Massachusetts Elementary School Principals Association and is the Association's Federal Liaison and Legislative Chair. She earned her undergraduate degree from Regis College and her graduate degrees from the University of Massachusetts at Lowell in Reading and Learning Disabilities and from Northeastern University in Education Administration.
- **Dr. Peter Clark** served as Superintendent of the Falmouth Public Schools for eight years, as Assistant Superintendent of the Falmouth Public Schools for nine years, and as Principal of Falmouth High School for fifteen years. As Superintendent, he created systematic and consistent strategic and tactical planning processes to guide the district energies. As Assistant Superintendent of Schools, he was involved with curriculum and staff development projects and the grant writing that accompanied a number of those efforts. He also introduced into Falmouth the training by Research for Better Teaching, Inc. to promote improved instruction

and better student results. He has participated in school and school district review processes for four years and has chaired a number of high school accreditation teams for the New England Association of Schools and Colleges. He served on the executive board of the Massachusetts Association of School Superintendents for two years, helped found the Falmouth Volunteers in Public Schools program, and was active in the implementation of the Woods Hole Science and Technology Education Partnership. Dr. Clark holds a Ph.D. in Education from Syracuse University, a Master of Arts in Teaching from Harvard University and a Bachelors degree from Yale University.

Clarus Group provided inspection planning, quality assurance, and report review, writing, and editing services. The Clarus Group team included:

- **F. Daniel Ahern, Jr.** is the President of Clarus Group, a consulting firm dedicated to helping governments and nonprofit organizations meet high standards of performance and integrity. Together with Class Measures, Clarus Group has conducted numerous charter school renewal inspections in Massachusetts and New York, and has evaluated the New Hampshire charter school program. Clarus Group has also revised the Massachusetts charter school inspection protocol, application, and report template. Prior to co-founding Clarus Group, Dan served for ten years as the First Assistant Inspector General for Management in the Massachusetts Office of the Inspector General. He has also been a performance auditor for the Virginia General Assembly and an independent consultant to state agencies in Massachusetts and Virginia. He has taught graduate courses in nonprofit management and public administration at Northeastern University and Clark University. He holds a Master of Public Administration degree and a Bachelor of Arts degree from Northeastern University.
- **Pamela Bloomfield** is the Vice President of Clarus Group. Prior to co-founding Clarus Group, she served for ten years as the Deputy Inspector General for Management in the Massachusetts Office of the Inspector General., where she led several major reviews of Massachusetts charter schools. She has also been the Assistant Director of Finance and Administration for an Oregon county; a management consultant assisting federal, state, and local government agencies; and a course assistant teaching written and oral communications at the Harvard Business School. She currently serves on the Board of Editors of *Public Administration Review* and on the Board of Directors of a local nonprofit organization. She holds a Master of Public Administration degree from the Kennedy School of Government at Harvard University and a Bachelor of Arts degree from Smith College.

As noted above, the Second-Year External Inspection team used the QEBs, a subset of the State University Charter Renewal Benchmarks, as the guides for its evaluation. In addition, the team relied on a set of framework questions to structure the “School Progress Report” section of this document. Prior to the two-day visit, the team reviewed the school’s documents, including its annual *Accountability Plan Progress Report*, reports from previous site visits by the Charter Schools Institute or other entities, such as the New York State Education Department, and relevant sections of the school’s charter agreement. During the visit, the Second-Year External Inspection team observed classes, reviewed student work, interviewed school administrators, school board members, staff, parents and students, and reviewed curriculum and other documents to understand the efforts the school is making to achieve its academic and organizational goals.

III. SCHOOL DESCRIPTION

The Board of Trustees of The State University of New York approved the application for True North Rochester Preparatory Charter School (“Rochester Prep”) on January 24, 2006, and the school’s charter became effective by operation of law on June 27, 2006. The school opened in September 2006 with an enrollment of 80 students in fifth grade, and added sixth grade in 2007-08 with an enrollment of 145 students. The school plans to add one grade in each additional year of its initial charter term, with a planned maximum enrollment of 299 students in fifth through eighth grades in 2010-11. The school is located at 630 Brooks Avenue in Rochester.

As of the date of the current school inspection, the Board of Trustees of True North Rochester Preparatory Charter School was comprised of the following individuals:

- Mr. James Gleason, Chairperson
- Ms. Jean Howard
- Mr. Bob Howitt
- Mr. Joe Klein
- Mr. Doug Lemov
- Ms. Susan Miller Barker
- Mr. Geoff Rosenberger

The mission of Rochester Prep as stated in the school’s Charter is as follows:

The mission of True North Rochester Preparatory Charter School (“Rochester Prep”) is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Rochester Prep students will demonstrate excellence in Reading, Writing, Math, Science, and History, while consistently exemplifying the virtues of diligence, integrity, responsibility, respect, compassion and perseverance.

In the Executive Summary of the school’s charter application, the founders identified two primary goals for Rochester Prep students: to ensure that they achieve academic excellence and to develop their character. The school intends to prepare students to compete for admission to selective high schools and colleges on “equal footing with all students.” The school planned to meet its goals by instituting a longer school day and year, and providing a daily double-block of language arts and math for its students. The school seeks to replicate the success of schools such as Amistad Academy, Roxbury Prep Charter School, and North Star Academy Charter School through administering a series of diagnostic assessments aligned to New York state learning standards and analyzing corresponding student performance.

Rochester Prep partners with Uncommon Schools, Inc. (“USI”), a nonprofit educational management organization, for the development and implementation of the school’s educational program. USI provides the following services to the school for an annual fee: start up functions, development and implementation of the academic program and assessment protocol, recruitment of staff, professional

development, school inspection services, budgets, reporting requirements, coordination of audit services and back office functions, technology coordination, fund development, facility management, and marketing/advocacy.

Key design elements for Rochester Prep as stated in the school's Charter Application include the following:

- intentional standards-driven teaching and the systematic use of objective student performance data to inform decision-making, including the use of internal diagnostic assessments;
- meticulously planned and designed in-house professional development activities for teachers, including a two week pre-service training;
- upon entry into the school, students take a diagnostic assessment evaluating the skills they have mastered and will be provided enrichment and remediation opportunities accordingly;
- structured and rigorous system of behavioral standards and the development of a school culture which inspires students to seek excellence;
- emphasis on building relationships, evidenced by each student assigned to a teacher servicing as their "advisor";
- shared decision-making process that involves teachers in important school decisions; and
- a character education curriculum taught by advisory teachers twice monthly.

School Year (2007-08)

195 Instructional Days

School Day (2007-08)

7:40 a.m. to 5:40 p.m. (Monday thru Thursday)²

7:40 a.m. to 2:30 p.m. (Friday)

² According to the school's charter, 7:40 to 7:55 a.m. and 4:30 to 4:40 p.m. is used for Homeroom, 3:15 to 4:30 p.m. for pull-out enrichment, and 4:40 to 5:40 p.m. for Homework Club/Club Teams.

Enrollment

	Original Chartered Enrollment	Revised Chartered Enrollment	Actual Enrollment³	Original Chartered Grades	Revised Grades Served	Actual Grades Served	Complying
2006-07	78	78	80	5	5	5	YES
2007-08	153	153	145	5, 6	5, 6	5, 6	YES
2008-09	227			5-7			
2009-10	299			5-8			
2010-11	299			5-8			

Race/Ethnicity	2006-2007	
	% of Enroll. True North Rochester	% of Enroll. Rochester City
American Indian or Alaska Native	NA	NA
Black or African American	NA	NA
Hispanic	NA	NA
Asian, Native Hawaiian, or Pacific Islander	NA	NA
White	NA	NA

Source: New York State Education Department Database

Special Populations	2006-2007	
	% of Enroll. True North Rochester	% of Enroll. Rochester City
Students with Disabilities	4.9 %	14.8 %
Limited English Proficient	0.0 %	7.1 %

Source: New York State Education Department Database

³ Actual enrollment per the Institute's Official Enrollment Table. Note that the NYSED database, upon which the Free and Reduced lunch figures are calculated, may represent slightly different enrollment levels depending on the date in which this data was collected.

Free/Reduced Lunch	2006-2007	
	% of Enroll. True North Rochester	% of Enroll. Rochester City District
Eligible for Free Lunch	66.7 %	65.0 %
Eligible for Reduced Lunch	11.0 %	7.0 %

Source: New York State Education Department Database

School Charter History

Charter Year	School Year	Year of Operation	Evaluation Visit	Feedback to School	Other Actions Taken
Original Charter – First Year	2006-07	1 st	YES	Prior Action Letter; End-of-Year Evaluation Report	NONE
Original Charter – Second Year	2007-08	2 nd	YES	External School Evaluation Report	NONE

IV. EXECUTIVE SUMMARY

True North Rochester Preparatory Charter School (“Rochester Prep”) uses well-documented and organized diagnostic assessment procedures to gather and analyze student performance, to make placement decisions, and to determine the enrichment and remediation needs of each student. Rochester Prep’s curriculum is clearly defined, documented, articulated across grade levels, and aligned with the New York State performance standards. Curriculum revision takes place on an ongoing basis and is driven by regular, structured analysis of student assessment data.

Instructional leadership at Rochester Prep is provided by the managing director, who works for True North Public Schools (a division of Uncommon Schools, Inc.), and the principal, who reports to the managing director. The school’s Taxonomy of Effective Teaching Practices and Instructional Guidelines establish clear expectations for consistent instruction and efficient use of instructional time, and the school’s discipline policy establishes clear expectations for student behavior. The school’s highly regulated but caring environment is conducive to student productivity and learning. Lessons at Rochester Prep are focused on specific learning objectives aligned to state performance standards. Teachers observed by the Second-Year External Inspection team had a clear and specific understanding of their students’ current skills and knowledge, and they employed a variety of techniques to maintain students’ attention. Students were well-behaved and engaged in focused, purposeful activities in all classrooms observed. However, the rigor of the classroom instruction observed by the Second-Year External Inspection team was uneven. At that time, teachers in all but one class observed asked questions primarily to check for basic understanding and student recall of facts.

Rochester Prep is making progress toward its mission to prepare all students to enter and succeed in college. The school is aware of the need to shift the focus of instruction from teaching fundamentals to teaching higher-order thinking skills as plans to add 7th and 8th grades are implemented. The school’s commitment to the character-related components of its mission statement is reflected in the virtues emphasized by the school, the school’s strict code of conduct, and the school’s behavior reinforcement system with clear, powerful consequences for positive and negative behavior.

Rochester Prep’s board of trustees has seven members, including the managing director. The managing director, who works for the charter management organization under contract to Rochester Prep, serves on the board of trustees, while also managing the school and supervising the school’s principal and director of operations. The board receives regular oral and written reports on key indicators of the school’s academic progress from the school leadership and clearly understands Rochester Prep’s core business of improving student achievement. While the board has taken some appropriate steps, such as obtaining its own legal counsel, toward autonomy in its relationship with its management company, the board has not instituted a formal evaluation process that holds the managing director accountable for achieving specific objectives. Instituting this sound governance practice would provide the board with an effective tool for formalizing the board’s expectations, evaluating the performance of the managing director, and ensuring that the school’s contractual interests are met.

V. SCHOOL PROGRESS REPORT

Part I: Benchmark Analysis and Evidence of the School's Academic Success

A. "School Performance Review" (based on 2006-07 data available at the time of the inspection visit)

Performance Summary: 2006-07 was Rochester Prep's first year of operation, so some of the measures in its Accountability Plan were not yet applicable. Limited baseline results suggest the school is on track to meeting or coming close to meeting its English language arts and mathematics goals. Science and social studies goals were not yet applicable in 2006-07. The school is in good standing under the state's No Child Left Behind (NCLB) accountability system.

English language arts: Accountability Plan Measures: Rochester Prep's absolute measure will not apply until 2007-08 when the school has students enrolled in their second year. That said, 61 percent of 5th grade students scored at the proficient level on the state English language arts exam, indicating progress is still required to attain the 75 percent target. Rochester Prep exceeded the Annual Measurable Objective set by the state's NCLB accountability system, and outperformed the local school district by 16 percentage points in 2006-07. In comparison to demographically similar public schools state-wide, the school performed better than predicted. Growth on the state exam cannot be evaluated until 2007-08 when the school has a 6th grade cohort. **Additional Evidence⁴:** Performance improved during the school year, and in the spring exceeded the national norm based on Terra Nova results. The 5th grade had an average Normal Curve Equivalent (NCE) of 57 on the spring Reading exam, up from 46 in the fall. On the Language exam, the average NCE in the spring was 61, up from 47 in the fall.

Mathematics: Accountability Plan Measures: Rochester Prep's absolute measure will not apply until 2007-08 when the school has students enrolled in their second year. That said, 87 percent of 5th grade students scored at the proficient level on the state mathematics exam, exceeding the 75 percent target. In addition, 33 percent of students performed at the Advanced level. Rochester Prep exceeded the Annual Measurable Objective set by the state's NCLB accountability system in 2006-07, and outperformed the local school district by a wide margin. In comparison to demographically similar public schools state-wide, the school performed far better than predicted. Growth on the state exam cannot be evaluated until next year when the school has a 6th grade cohort. **Additional Evidence:** Performance improved during the 2006-07 school year, and in the spring was slightly above the national norm based on the Terra Nova results. The 5th grade had an average NCE of 53 on the spring Terra Nova Reading exam, up from 41 in the fall.

Science: Not applicable this year

Social Studies: Not applicable this year

No Child Left Behind: The school is deemed to be in Good Standing under the state's NCLB Accountability system

Additional Goals (Optional): None

⁴ Additional information was reported by the school within the annual Accountability Plan Progress Report and is information that supplements the analysis of the school's progress toward meeting the required measures within their Accountability Plan.

SCHOOL PERFORMANCE SUMMARY: English Language Arts

True North Rochester Prep Charter School



	2004-05 Grades Served: None		2005-06 Grades Served: None		2006-07 Grades Served: 5	
	Grades	All Students % (N)	Grades	All Students % (N)	Grades	All Students % (N)
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State exam.	4	(0)	3	(0)	3	(0)
		(0)	4	(0)	4	(0)
	8	(0)	5	(0)	5	61.0 (77)
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.			6	(0)	6	(0)
			7	(0)	7	(0)
			8	(0)	8	(0)
		All	(0)	All	61.0 (77)	(0)
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Grades	PI	Grades	PI	Grades	PI
	4	AMO	NA	AMO	5	160
	8		122		122	YES
4. Each year the school will exceed its expected level of performance on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	Comparison: (Rochester City Schools)		Comparison: (Rochester City Schools)		Comparison: (Rochester City Schools)	
	Grades	School District	Grades	School District	Grades	School District
	4		NA		5	61.0 45.2
VALUE ADDED MEASURE 5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 50 NCE on a norm referenced test or 75 percent proficient on the NYSTP. An asterisk indicates cohort met target.	Grades	Actual Predicted	N	Actual Predicted	% FL	Actual Predicted
	4	Effect Size		Effect Size	66.7	61.0 55.8
	8				0.37	0.37
Assessment:		Assessment:		Assessment: NYSTP		
Grades	Cohorts Making Target	Grades	Cohorts Making Target	Gr	N Base Target Result	
	of		of	4		
N	Base Target Result	N	Base Target Result	5		
				6		
				7		
				8		
				All	--	

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.
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SCHOOL PERFORMANCE SUMMARY: Mathematics
True North Rochester Prep Charter School



	2004-05 Grades Served: None		2005-06 Grades Served: None		2006-07 Grades Served: 5		MET
	All Students % (N)	2+ Years Students % (N)	All Students % (N)	2+ Years Students % (N)	All Students % (N)	2+ Years Students % (N)	
ABSOLUTE MEASURES							
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State exam.	4 (0)	(0)	3 (0)	(0)	3 (0)	(0)	
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades 4 8	PI AMO	Grades 3 4 5 6 7 8 All	PI AMO	Grades 3 4 5 6 7 8 All	PI AMO	Grades 5 86 YES
COMPARATIVE MEASURES							
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: (Rochester City School(s)) Grades 4 8	School District	Comparison: (Rochester City School(s)) Grades 3 4 5 6 7 8 All	School District	Comparison: (Rochester City School(s)) Grades 3 4 5 6 7 8 All	School District	Comparison: (Rochester City School(s)) Grades 5 47.5 --
4. Each year the school will exceed its expected level of performance on the State exam by at least a small Effect Size (at least 0.3) based on the Free Lunch (FL) rate.	Grades 4 8	Actual Predicted Effect Size	Grades 3 4 5 6 7 8 All	Actual Predicted Effect Size	Grades 3 4 5 6 7 8 All	Actual Predicted Effect Size	% FL 66.7 87.0 66.7 1.13 YES
VALUE ADDED MEASURE							
5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 50 NCE on a norm referenced test or 75 percent proficient on the state exam. An asterisk indicates cohort met target.	Assessment: Grades N Base Target Result	Cohorts Making Target of Target Result	Assessment: Grades N Base Target Result	Cohorts Making Target of Target Result	Assessment: NYSTP Gr N Base Target Result		--

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.
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B. "School Educational Program Review"

- **To what extent does the school have a system to gather assessment and evaluation data and to use it to improve instructional effectiveness and student learning?**

Rochester Prep uses well-documented and organized diagnostic assessment procedures to gather and analyze student performance, to make placement decisions, and to determine the enrichment and remediation needs of each student. All students in the 5th and 6th grades are tested using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students who score low on the DIBELS are assessed further using the Wilson Assessment of Decoding and Encoding (WADE). Students' scores on the WADE determine their eligibility for reading support services. In the fall of the 2007-08 school year, the school assessed 29 students using the WADE; of those, 23 students were selected to participate in the school's remedial reading program. The TerraNova is administered in the fall and spring to document growth from year-to-year and to establish a baseline for entering 5th grade students. The 5th grade writing teacher also administers a test from the Grammar, Usage, and Mechanics program to all incoming 5th grade students; the results are used to design writing unit lesson plans. According to school leaders, Rochester Prep does not use the Developmental Reading Assessment referenced in the First-Year Evaluation Letter.

Rochester Prep also uses external interim assessments provided by School Performance, Inc. (SPNY) to assess learning and inform instruction in mathematics and English language arts. These assessments are directly linked to the New York State Testing Program standards and to the SPNY-developed Superstandards used by the school. These interim assessments are administered every six to seven weeks. The assessments are scored by the school, and school administrators analyze the data. In addition, each teacher analyzes these results through a process called "Wrong Item Analysis" and is required to produce an action plan that answers the following questions: "What did students misunderstand about the skill? Who specifically made this misunderstanding? Why does your analysis suggest they might have understood it as they did? How will you teach material different next time around? What is the best setting/timing for re-teaching?"

The Second-Year External Inspection team's review of several action plans revealed that they contained specific analytical information and detailed plans for addressing the identified areas of weakness, in some cases involving the participation of additional staff in providing student support. The school principal reviews the action plans prepared by the teachers and monitors the teachers' implementation of action plans, as reflected in the six-week unit plans prepared by the teachers. The unit plans are aligned with the New York State performance standards and the school's curricular scope and sequence. The rubrics used by the school's writing program are also based on the New York State performance standards.

All Rochester Prep classes regularly administer internal assessments to students in the form of tests and quizzes that are directly linked to the six-week unit plans. Teachers also check for understanding at the end of each class using "Exit Tickets," which pose specific questions related to the main teaching objective of the lesson.

During weekly Friday afternoon staff meetings, time is provided for teachers to discuss, analyze, and plan, using the most recent assessment information from external and internal assessments administered at the school. According to the school's dean of curriculum and instruction, the data analysis and planning undertaken at these meetings contribute greatly to the standardization of

assessments and to the development of a common understanding among teachers regarding the meaning and consequences of assessment results. Teachers interviewed by the Second-Year External Inspection team confirmed the dean's statement.

Each fall, Rochester Prep uses the English language arts assessment data from the DIBELS and a teacher-designed English language arts test using SPI questions to place 5th grade students into three homogeneous homeroom groups. Student placement in 6th grade homerooms is determined by student performance on the final 5th grade assessments administered by the school. According to school leaders, the grouping decisions are based on English language arts assessments rather than mathematics assessments because the school believes that reading skills are critical for success in mathematics. The school also uses assessment data to identify needed changes to the school curriculum and instruction. For example, the dean of curriculum and instruction changed the sequence of the mathematics curriculum following an analysis of 2007 assessment results.

The Second-Year External Inspection team's interviews with school leaders and teachers revealed that all are well aware of the school's performance on assessments, including the New York State Testing Program assessments, and of the need to improve student performance in specific areas in order to achieve the school's Accountability Plan goals. For example, the art teacher had incorporated art appreciation reading selections into the art curriculum in order to promote student reading and exposure to art vocabulary words.

Information on student performance on school-administered assessments is regularly communicated to parents through weekly written reports from the school; these reports contain information on test scores, homework, and student contact. Parents also receive bi-weekly telephone calls from classroom teachers, all of whom serve as advisors to small groups of students whose progress they are assigned to follow. Parents receive letters from the school containing information regarding their children's performance on the New York State assessments, and the school newsletter, which is sent to all families of students, contains information regarding the school's performance as a whole on these assessments. All parents interviewed by the Second-Year External Inspection team reported high satisfaction with the communications from the school and from teachers regarding student performance.

- **To what extent does the school have a clearly defined and aligned curriculum?**

Rochester Prep's curriculum is clearly defined, documented, articulated across grade levels, and aligned with the New York State performance standards. In addition, mathematics and English language arts curricula are aligned with Superstandards developed by SPI. The Superstandards, which provide scope and sequence in these core areas, are grouped into chronological intervals, each of which concludes with an assessment of student achievement.

Curriculum development at Rochester Prep is based upon strict adherence to the Superstandards. Using the Superstandards, teachers create unit plans with sequential objectives and submit the unit plans to the principal for review and feedback. Teachers then create daily lessons and activities. Teachers reported to the Second-Year External Inspection team that their ability to create "homegrown" lessons within the standards provides them with a sense of autonomy and ownership. Curriculum revision takes place on an ongoing basis and is driven by regular, structured analysis of student assessment data. When such data analysis reveals areas in which student performance continues to be weak, teachers "workshop" their lessons for peer critique and suggestions. Teachers

also prepare revised unit plans along with specific action plans to address identified areas of weakness and submit these plans to the principal.

The Second-Year External Inspection team reviewed the school's curriculum documents for all five core content areas: reading, mathematics, writing, social studies, and science. The unit binders reviewed by the Second-Year External Inspection team included unit plans with lesson objectives for all intervals. The curriculum materials binders included student work packets, Do Now activities, examples of Exit Tickets, which are brief assessments of student mastery of the lesson's learning objective, and sample homework assignments. The student work binders also included samples of student work representing high, medium, and low performance levels.

Student work samples reviewed by the Second-Year External Inspection team indicated that the school's curriculum as implemented is rigorous and aligned with the New York State performance standards. Student writing samples reviewed by the Second-Year External Inspection team included detailed teacher comments and suggestions to students.

All Rochester Prep classes are homogeneously grouped based on the school's ongoing assessments. Five days per week, each student has morning classes in reading, writing, mathematic procedures, and Book Club. The mathematics program continues in the afternoon with a 60-minute problem-solving block. Students attend classes in social studies, science, art, and gym in the afternoons; they also have enrichment periods in the afternoons. Friday afternoons are release days for the students. The school's class schedule depicts a well-organized and efficient learning program.

In Rochester Prep's first year of operation, the school implemented a character education curriculum as part of the school's advisory program. In the second year, the school discontinued the character education classes; the principal told the Second-Year External Inspection team that she believed the time allotted to character education classes was better spent reinforcing students' English language arts and mathematics skills. In place of the classes, the school embedded character education in the school's curriculum and instruction in all classrooms.

All teachers interviewed by the Second-Year External Inspection team were fully aware of the curricula for which they were responsible and had timely access to guidelines, such as the Superstandards, the school's Taxonomy of Effective Teaching Practices, Instructional Guidelines, Cultural Blueprint, and written feedback from the Principal, for developing lesson plans. The Taxonomy of Effective Teaching Practices defines the tools of effective teaching, and the school's Instructional Guidelines provide practical applications of the Taxonomy for use by Rochester Prep teachers. The Cultural Blueprint details the school's expectations of teacher behavior in establishing routines, addressing discipline problems, and creating a classroom environment that promotes learning excellence. Teachers reported that the daily schedule, which provides three blocks of teaching time and three blocks of preparation time, allows effective curriculum-related collaboration, planning, and revision. They also reported that the school's summer institute for teachers promotes consistent standards-based curriculum development, as does the frequent, informal feedback they receive from school leaders. The Second-Year External Inspection team's review of lesson plans in each core content area showed that they were aligned with school guidelines across content areas, grades, and individual teachers.

The Second-Year External Inspection team's classroom observations, discussed in a later section of this report that concerns Rochester Prep's instruction, provided evidence that the school has

implemented its documented curriculum and that the implemented curriculum is organized, cohesive, and aligned with school standards. Beyond the vertical articulation of the Superstandards, the Second-Year External Inspection team found curricular articulation between the 5th grade curriculum and the new 6th grade curriculum. For example, the 5th grade reading teacher used terminology and concepts, such as “foreshadowing,” that were consistent with the way in which the same terminology and concepts are used by the 6th grade reading teacher.

- **What evidence indicates that the school is guided by strong instructional leadership?**

Instructional leadership at Rochester Prep is provided by the managing director and the principal. According to the school’s organization chart, the principal reports to the managing director, who works for True North Public Schools, a division of Uncommon Schools, Inc. The managing director visits the school at least one day per week and conducts classroom walkthroughs; the principal provides full-time instructional leadership at the school. The principal has deployed a leadership team with clearly defined responsibilities. This team includes the dean of curriculum and instruction (who also teaches mathematics), the English language arts coordinator, (who also teaches writing), and a principal in training. In addition, lead teachers are assigned to mentor new teachers.

Prior to the opening of Rochester Prep the principal had a full year internship at other charter schools as part of the leadership training provided by Uncommon Schools, Inc. The internship provided the principal with opportunities to observe and participate in leading a similar school with a similar student population, primarily underprivileged urban children. During this time she and the managing director developed Rochester Prep’s operating principles, supporting documents such as the Instructional Guidelines, and training procedures.

The principal meets weekly with other school leaders to discuss the management of the school; the school’s full faculty meets every Friday. The school’s effective organizational design provides decision-making clarity, quick attention to problems, and a high level of consistency in the school’s approach to instruction.

The priorities set by Rochester Prep’s leadership are responsive to and consistent with the school’s academic Accountability Plan goals, which require strong performance in English language arts, mathematics, social studies and science. The Superstandards in use at the school provide the framework for curriculum development, creation of unit plans, and instruction. The school’s Taxonomy of Effective Teaching Practices and Instructional Guidelines establish a clear set of expectations that promote consistency of instruction and efficient use of instructional time. The school’s leadership has accorded a high priority to ensuring that assessment data are used effectively to make necessary modifications to the school’s curriculum and to inform and alter daily lessons and teaching strategies.

The school’s leadership has also accorded priority to ensuring that students adhere to rigorous behavioral standards while maintaining supportive relationships with administrators and teachers within the school. As will be discussed in the section of this report that concerns Rochester Prep’s culture, the school’s highly regulated but caring environment is conducive to student productivity and learning.

The school's leadership has in place a well-defined system for evaluating teachers' effectiveness and quality. The school's teacher evaluation form, which was reviewed by the Second-Year External Inspection team, is aligned to the school's Taxonomy of Effective Teaching Practices. The teacher evaluation form lists 29 specific behaviors within four evaluation categories: instruction, management, professionalism, and teamwork. For example, the behaviors listed in the "instruction" category included creating unit plans, using data to inform instruction, maximizing instructional time, displaying mastery of pacing, preparing rigorous lesson plans, and checking for understanding. Each behavior is rated on a five-point scale.

According to school leaders, all teachers were evaluated in the school's first year of operation, and the school was in the process of evaluating teachers at the time of the inspection visit. The school provided the Second-Year External Inspection team with three examples of completed teacher evaluations. The sample evaluations included brief narrative sections on teacher strengths and "priorities for development" that were consistent with the ratings.

The school's leadership provides ongoing coaching based on classroom walkthroughs conducted by the managing director and the principal. The Second-Year External Inspection team reviewed 32 brief memoranda prepared by the managing director and 16 memoranda prepared by the principal during the months of September through December 2007. The memoranda provided specific observations from classroom walkthroughs, some of which related closely to the Taxonomy of Effective Teaching Practices. The Second-Year External Inspection team also reviewed written communications from the principal to teachers regarding unit plans and objectives. Teachers interviewed by the Second-Year External Inspection team confirmed that they received ongoing coaching and support from the school's leadership. The principal reported to the Second-Year External Inspection team that she, as well as the dean of curriculum and instruction, undertakes team teaching with first-year teachers during the first term of the school year. Teachers told the Second-Year External Inspection team that they appreciated the fact that school leaders had devoted time to team teaching and that these efforts were helpful to them.

As previously discussed in the section of this report that concerns Rochester Prep's curriculum development process, the school's leadership provides structured opportunities for teachers to plan for the delivery of the school's instructional program. The Second-Year External Inspection team's review of the printed agendas for the scheduled Friday afternoon professional development sessions showed that these sessions are used for instructional planning. For example, a teacher often presents a lesson plan for comment by the other faculty, and the implications of recent assessment data for the school's curriculum and instructional methods are often discussed. Administrators and teachers interviewed by the Second-Year External Inspection team confirmed the accuracy of the agendas.

Structured instructional planning also takes place during the week. Teachers are responsible for classroom instruction in the morning or in the afternoon; the remaining time is available for tutoring students and meeting with colleagues or school administrators to discuss lesson plans and instructional issues. The desks of academic teachers are located in the same room, an arrangement that fosters professional communications and exchange of ideas.

Because the school is only in its second year, there is limited information on staffing decisions driven by the school's formal evaluation system. The school did not rehire one part-time teacher after the first year because of performance issues; all other teachers were rehired. Because teacher evaluations

were underway at the time of the Second-Year Inspection visit, no hiring decisions had yet been made regarding the 2008-09 school year.

Rochester Prep's system for recruiting and retaining staff is managed by Uncommon Schools, Inc., which advertises for staff, maintains a website that includes recruiting pages, and performs the initial screening of candidates. According to the principal and the teachers interviewed by the Second-Year External Inspection team, candidates for teaching positions are required to teach a lesson observed by the principal in addition to participating in interviews.

Rochester Prep currently employs 15 teachers, including the special education coordinator. Six teachers are in their first year at the school. None of Rochester Prep's teachers resigned after the first year of school operations, although one part-time teacher's contract was not renewed. The managing director told the Second-Year External Inspection team, and the Second-Year External Inspection team's review of meeting minutes of the board of trustees confirmed, that the school has given bonuses to some teachers based on exceptional job performance. Student performance on standardized assessments is one of a variety of considerations in determining eligibility for a bonus.

The Second-Year External Inspection team's interviews with school stakeholders revealed that the school's leadership has made significant progress in establishing a school environment of high expectations and focused commitment to the school's mission. The school's use of assessments, adherence to curriculum content standards, instructional guidelines, position descriptions, teacher evaluation system, and ongoing teacher training and coaching contribute to the environment of high expectations. High expectations are also reflected in the rigorous behavioral routines observed throughout the school.

- **Is high quality instruction evident throughout the school?**

The Second-Year External Inspection team visited classes taught by 12 of the 15 teachers in the school. The classrooms observed included two reading classes, two writing classes, three mathematics problem-solving classes, three mathematics procedures classes, one science class, and one art class. Second-Year External Inspection team members visited classrooms for intervals between 20 minutes and 90 minutes, with an average of 35 minutes in each room. Interviews were conducted with all but one teacher prior to or following each observation.

Teachers in the classrooms observed demonstrated 5th and 6th grade subject-matter competency in the classrooms observed. In addition, the Second-Year External Inspection team's observations of all classrooms and reviews of unit and daily lesson plans confirmed that lessons at Rochester Prep are focused on specific learning objectives aligned to state performance standards. SWBAT ("students will be able to") information was posted in all but one classroom. Teachers demonstrated that they had a clear and specific understanding of their students' current skills and knowledge. Teachers are required at their Friday afternoon meetings to analyze areas of need in the classroom, identify students requiring re-teaching or enrichment, and then provide a specific plan in the next set of lesson plans given to the principal. The Second-Year External Inspection team observed the implementation of such a plan in a mathematics class. The teacher re-taught ratios and pie charts with real-life application for students who had struggled with the concept the prior week. In addition, the Second-Year External Inspection team observed teachers in all 12 classrooms employing a variety of the techniques listed in the school's Taxonomy of Effective Teaching Practices. These techniques included clearly stated and written learning objectives, student

engagement strategies, purposeful classroom configurations, adherence to SLANT (sit up, listen, ask and answer questions, nod in approval, and track) requirements, and efficient use of time. The Second-Year External Inspection team observed frequent instances in which teachers checked for student understanding.

The First-Year Evaluation Letter found that some students were not engaged in the lessons observed. During the Second-Year Inspection visit, however, the Second-Year External Inspection team found that students were engaged in focused, purposeful activities in all classrooms observed by the Inspection team, and the Second-Year External Inspection team observed high levels of student engagement in seven of the 12 classrooms. In a science classroom, the teacher organized the students into small groups in which students shared materials and worked together. In all other classrooms observed, teachers employed a mix of didactic teaching, modeling, and discussion. Students were consistently provided with packets of worksheets to use and follow while teachers provided the direct instruction. In some classrooms, all three sections of the grade were taught with the same set of lesson plans and moved at the same pace; however, portfolios and other student work samples reviewed by the Second-Year External Inspection team showed that some groups studied more in depth than others, and that some took longer to complete a unit than others. All classes cover core curricular concepts; however, the more advanced classes cover the concepts in more depth. For example, the Second-Year Inspection team observed a class that was struggling to master the relationships and conversion methods among ratios, fractions, and percentages; a higher-performing class might be able to focus on real-life applications.

Teachers used a variety of techniques to maintain students' attention, including humor, pacing, proximity, verbal praise, and "paycheck" rewards (discussed in a later section of this report that concerns Rochester Prep's culture), among others. Students participated in loud and lively chants to demonstrate recall of key facts, such as recitations of multiples in mathematics. They were quick to raise their hands to ask questions or provide answers, and they remained very focused throughout the core teaching time. Teachers required students to "track" the instructor and avoid distractions.

A key feature of the school's Taxonomy of Effective Teaching Practices is the commitment to efficiency. Instructional time was maximized and time spent on starting lessons and transitions was minimized in all classes observed by the Second-Year External Inspection team. Students were expected to come prepared with appropriate materials and tools; students who were not fully equipped with the necessary materials were supplied with them quickly and efficiently. Although the First-Year Evaluation Letter noted that students frequently left their classrooms, the Second-Year External Inspection team did not observe such behavior. All classrooms observed exhibited disciplined, orderly student behavior.

The First-Year Evaluation Letter also noted that no differentiation of instruction was observed. The Second-Year External Inspection team observed that when students entered their classrooms, teachers gave students one of two different sets of work packets with some differentiation of work expectation in each, based on students' skill levels. The inspection team also observed that pacing and questioning techniques varied slightly among homogeneous groups. This was the extent of differentiation observed during the inspection visit. All students were required to take the same interval tests.

The First-Year Evaluation Letter found that half of the teachers observed did not display a high level of rigor in the classroom. The Second-Year External Inspection team found that although the unit

objectives in lesson plans indicated an expectation that students would respond to inference questions with higher-order analytical skills, teachers in all but one class observed asked questions primarily to check for basic understanding and student recall of facts. Although it is possible that some classes observed did employ more rigorous questioning at other times during the class periods, the focus on basic recall questions was consistent across 11 classes. In one classroom that was observed for the full 90-minute block, the teacher did devote the last 30 minutes to posing more challenging questions after the students had demonstrated their basic understanding of the subject matter.

- **Does the school have programs that are demonstrably effective in helping students who are struggling academically to meet the school's academic Accountability Plan goals (including programs for students who require additional academic supports, programs for English Language Learners and programs for students eligible to receive special education)?**

The school has programs that are demonstrably effective in helping students who are struggling academically to meet the school's academic Accountability Plan goals. When a student requires additional academic support, teachers may require a student to attend tutoring during the art, gym or enrichment periods, attend after-school tutoring or the after-school homework center, or attend Rochester Prep's Saturday School, which is held on ten Saturdays during the school year. The Saturday School schedule includes three hours of academic sessions and two hours of other activities such as field trips to museums. Some students are required to attend one or more of these sessions; others may choose to do so. For example, the Second-Year External Inspection team observed a student voluntarily working with a teacher at 5:15 p.m.; when asked why she was there, the student replied that she had asked the teacher for extra help and had chosen to remain after school.

All Rochester Prep teachers interviewed by the Second-Year External Inspection team cited the tutoring provided by the school's teachers as the primary means of providing additional academic support. Teachers also reported that the Saturday School sessions are well attended, with up to one-third of the students in each grade attending the sessions. According to Rochester Prep's *Student and Family Handbook*, students who are in danger of repeating a grade are given the opportunity to complete a school-designed research project with an independent tutor over the summer in order to gain promotion to the next grade.

Rochester Prep employs a reading specialist within the general education program. Every September, all students are assessed using the DIBELS and other teacher data to identify students with reading difficulties. Using this information, the reading specialist then administers the WADE assessment to the lowest-performing students. This assessment determines the groupings of students who will receive extra support from the school's reading specialist. The Second-Year External Inspection team was told that one student receives this service during the core academic time because of his particular learning needs; all others receive the services during art, gym, or enrichment periods.

Rochester Prep also has a system in place for identifying students requiring additional testing and evaluation. Teachers or parents may request that students be referred to the school's student study team, which is comprised of the school's special education coordinator and some members of the school's leadership team. The student study team develops academic intervention plans that are created and monitored with the participation of parents. When necessary, students are referred to the Rochester Public Schools Committee on Special Education (CSE). One Rochester Prep student was referred in the previous school year; in the current school year two students have had initial meetings

with the CSE. The special education coordinator serves as the school's liaison to the CSE and is also responsible for monitoring and maintaining the timelines for quarterly progress reports, annual reviews, and three-year re-evaluations. The Second-Year External Inspection team's interviews with the school's teachers confirmed that teachers are aware of the multiple resources available to support students at the school.

The school's special education coordinator is also responsible for disseminating information regarding students with special education needs to teachers. As of the date of the inspection visit, Rochester Prep had 11 students with Individualized Education Programs (IEPs). Each August the special education coordinator requires teachers to sign a compliance and acknowledgement form verifying they have received the IEP goals and accommodations for students with disabilities. The academic goals for students with IEPs are addressed by the special education coordinator in a resource room. There were no classified students who received in-class support during core academic periods. The Rochester Public Schools provide speech, occupational therapy, and counseling services to Rochester Prep students. Two Rochester Prep students had Section 504 Plans requiring test accommodations and tutoring. At the time of the inspection visit, no students identified as English language learners were enrolled at Rochester Prep.

- **To what extent does the school's culture allow and promote a learning environment?**

Rochester Prep has a documented discipline policy that is consistently applied. The policy establishes clear expectations that are consistently reinforced by the principal, the dean of students, the student life coordinator, and teachers using "paychecks" and other consequences.

Rochester Prep's 35-page *Student and Family Handbook* contains an explanation of the school's discipline policy and code of conduct, which includes 51 statements of expected behavior across three broad categories as well as a well-defined dress code. In addition, a separate document is sent to every student's home outlining the school's "paycheck" behavior reinforcement system under which every student is paid 50 "scholar dollars" per week. Dollars are added for a broad range of positive behaviors that encompass both academic effort in classrooms and demonstration of the six virtues taught by the school: respect, integrity, diligence, responsibility, compassion, and perseverance. Dollars are deducted for a broad range of defined negative behaviors including the lowest-level misbehavior. Posted in every classroom is a large poster defining the infractions for which dollars will be deducted from each student's paycheck. A clipboard that travels with the class records additions and deletions to each student's paycheck, and the school sends each family a weekly statement of the status of each student's paycheck account; the statement is reviewed and signed by parents. Teachers, students, and parents interviewed by the Second-Year External Inspection team stated that they regarded the paycheck system as a strongly positive feature of Rochester Prep's school culture; parents said that they paid close attention to the weekly statements they received from the school.

Positive and negative consequences result from increases or decreases in a student's paycheck. Positive consequences can include daily privileges at lunch time, opportunities at the end of each trimester to use dollars to buy special activities with teachers, and extra Saturday field trips. The school also has devised rewards. For example, a special room for 5th grade students called the Millionaires Club is set aside for lunch and small group gatherings, and a similar room called the Billionaires Club is set aside for 6th grade students. The primary negative consequence is placement on "the perch" when a student finishes a week with zero dollars. "The perch" is a condition that

generally lasts for the first three days of the following week, until the student has reflected on his or her behavior and written letters of apology to individuals in the school or at home. During this time, the student wears a shirt of a different color from that worn by other students, is strictly separated from interaction with other students during lunch and in classroom seating, and loses enrichment class opportunities.

Teachers are trained in the school's discipline policy and code of conduct during a three-week training session held before school begins each fall. The school's Cultural Blueprint provides teachers with an outline of the main elements of school life, including daily procedures, homework expectations, general behavioral expectations for students, general classroom procedures such as board configurations and seating arrangements, and helpful hints for setting the proper tone in the classroom. Students are introduced to the school's behavioral expectations during a one-week induction period scheduled before regular classes begin each fall. Printed materials reviewed by the Second-Year External Inspection team and interviews with school leaders showed that the student induction schedule is well organized and tightly scripted.

The Second-Year External Inspection team's observations in classrooms and throughout the school showed that classroom management techniques and daily routines have established a culture at Rochester Prep in which learning is valued. Student behavior is consistently managed by administrators and teachers throughout the school day, from the greeting students receive at the school door, through breakfast, during movement to and from classes, in classes, at lunch, in homerooms at the beginning and end of the school day, and at the time of students' departure from the school. These efforts reduce the opportunities for wasted energy and distractions; they also serve to reinforce the school-selected virtues of respect, integrity, diligence, responsibility, compassion, and perseverance.

The school has implemented a system of incident report forms and post-incident student response forms that are used to document the reasons that students are required to leave their classrooms because of poor behavior and the conditions under which they are permitted to return. The student behaviors recorded on the incident report form range from "tooth sucking" to "noisemaking" and "back talk." A student who misbehaves is sent to the dean of students and is required to complete a five-question reflection on his/her behavior that relates to the six virtues emphasized by the school and to productive learning. In more than eight hours of classroom observations, the Second-Year External Inspection team saw no instances in which a student was sent out of a classroom for misbehavior; however, the Second-Year External Inspection team did see several students were "on the perch."

The Second-Year External Inspection team reviewed Rochester Prep's suspension logs and copies of suspension letters for the 2007-08 school year. The school's "performance dashboard" for February 2008, which was provided to the board of trustees, revealed that nine students had been suspended 19 times through January of the 2007-08 school year: in-school suspensions, suspensions of bus riding privileges, and out-of-school suspensions. Suspension frequency was highest during the first few months of the school year. The suspension letters reviewed by the Second-Year External Inspection team described the rule that was violated, the student's specific behaviors, the consequences, and parental rights.

The Second-Year External Inspection team's observations in classrooms and throughout the school showed that the school does not tolerate low-level misbehavior. The school has implemented daily

routines that are intended to eliminate low-level distractions and interruptions. For example, students and teachers use a system of hand signals specifically designed to avoid verbal requests for going to the bathroom, sharpening pencils, and doing other similar activities. The Second-Year External Inspection team observed that teachers conveyed behavioral expectations using one-word comments, such as “voice,” when a teacher wants a louder oral response. Teachers often referred to the SLANT acronym, and scholar dollars were given for good SLANT behavior. Teachers may also deduct scholar dollars for minor behavioral infractions. The Second-Year External Inspection team observed only mild forms of inattention and passive resistance to teacher requests, and these behaviors did not undermine the momentum of the classrooms observed.

School stakeholders interviewed by the Second-Year External Inspection team, including teachers, students, parents, and board members, were unanimous in the view that Rochester Prep’s discipline code and paycheck system, as well as the school’s positive focus on the six virtues and commitment to providing student support, create a safe and orderly school environment. Parents in focus group discussion expressed pleasure that they did not have to worry about the safety of their students.

The First-Year Evaluation Letter expressed concern regarding the limited “exuberance” exhibited by the 5th grade students and suggested that the school needed to help teachers balance discipline with student expression. Like the First-Year Inspection team, the Second-Year External Inspection team observed a very quiet and controlled atmosphere at Rochester Prep, with only occasional examples of spontaneous exuberance. However, the Second-Year External Inspection team also found that teachers encouraged a positive atmosphere by using humor in the classrooms, by accepting student laughter in some instances, and by providing caring and supportive comments to students in the form of specific and purposeful encouragement and praise.

- **Does the school’s professional development program assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge?**

The Second-Year External Inspection team found that Rochester Prep provides sufficient resources to support a comprehensive professional development program. The school has a multi-focused professional development program designed to promote effective instruction, improve student achievement, and create a professional learning community. The program includes three weeks of teacher training in August of each year, weekly teacher meetings, opportunities for training through Uncommon Schools, Inc., and external trainings. The school’s mission, curriculum, and instructional strategies are integrated into the school’s professional development activities. Annual plans are developed by the leadership of the school, based on identified staff needs and whole-school trends.

According to the school’s professional development plan, the 2007 summer session included training, some of which was delivered by the school’s leadership team, in assessment data analysis, curriculum development, effective teaching techniques, including questioning strategies, management of student behaviors, and special education. Teachers interviewed by the Second-Year External Inspection team identified the three-week summer training as being pivotal to their development; they expressed appreciation for the specificity of the techniques that were highlighted. Novice teachers told the Second-Year External Inspection team that this training had enabled them to become acculturated to the instructional and cultural philosophies of the school.

The school's First-Year Evaluation Letter noted that Rochester Prep intended to develop teachers' capacity to use student performance data to inform instruction through its ongoing professional development program. The summer training has addressed this need, as have the Friday teacher meetings, which have focused on lesson analysis and data analysis protocols that assist teachers in building their capacity in this area.

In interviews with the Second-Year External Inspection team, teachers identified Uncommon Schools, Inc. as a valuable resource for professional development. Through the company's "Share Drive," teachers in the Uncommon Schools, Inc. school network have online access to other teachers. Uncommon Schools, Inc. also provides a Master Teacher Retreat each summer; two Rochester Prep teachers attended in 2007, and an additional six teachers will attend in 2008. Three teachers are participating in Teacher University, a cooperative program with Hunter College for teachers to work toward advanced degrees. Rochester Prep teachers have also attended external training in other areas, such as autism; however, the managing director told the Second-Year External Inspection team that the school made little use of external training because such trainings were so often one-time events that did not provide sustained development opportunities. Finally, the school's leadership provides support to new or novice teachers by modeling instructional strategies as needed and by co-teaching with novice teachers to ensure that they develop the necessary skills. According to data provided by the school to the Second-Year External Inspection team, six teachers are in their first year at the school. The school's core subject area teachers average two years in the profession; one core subject teacher has taught for six years. Ten of the school's teachers hold certifications in elementary education rather than in content areas; certification information was unavailable for the social studies teacher, the reading specialist, one writing teacher, and the physical education teacher.

According to school leaders, they use student performance data, rather than traditional formal surveys or needs assessments, to gauge the effectiveness of the school's professional development program. The Second-Year External Inspection team saw no evidence that the school used any further analysis to determine the effectiveness of its professional development program.

Part 2: Benchmark Analysis and Evidence of the School's Organizational Viability

A. Are the school's mission and vision clear to all stakeholders?

- **To what extent is the school faithful to its mission?**

The Second-Year External Inspection team found that Rochester Prep's stakeholders are aware of and committed to the school's mission to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. The managing director and principal spoke with passion about their commitment to pursuing educational models that had proven effective in closing the student achievement gap and preparing students from impoverished backgrounds to enter college. Board members interviewed by the Second-Year External Inspection team also expressed commitment to providing students with this opportunity. Students interviewed by the Second-Year External Inspection team said that they intended to take advantage of the opportunities provided by the school to prepare for and enter college, and parents interviewed by the Second-Year External

Inspection team expressed appreciation for the school's focus on student learning and achievement in the core subject areas.

At this point in Rochester Prep's development, the school is making progress toward its mission to prepare all students to enter and succeed in college. The school's longer school year, which includes ten Saturday School days and longer school days, supports the school's academic mission. The school's commitment to student achievement is reflected in the school's use of the Superstandards to guide curriculum development and Taxonomy of Instructional Behaviors to guide instruction. In addition, the school has implemented an efficient program for training teachers to analyze assessment data for use in planning and delivering instruction. However, although the school's Instructional Guidelines emphasize the importance of developing students' higher-order thinking skills, much of the instruction observed by the Second-Year External Inspection team generally did not require students to employ analysis, synthesis, or creative applications. The Second-Year External Inspection team's discussions with school leaders and board members indicated that the school is aware of the need to shift the focus of instruction from teaching fundamentals to teaching higher-order thinking skills as plans to add 7th and 8th grades are implemented.

Rochester Prep's mission statement requires students to demonstrate excellence in reading, writing, mathematics, science, and history. Rochester Prep's focus to date has been to build student skills in reading, writing, and mathematics, which are taught every day. The school's 5th and 6th grade students receive one hour of instruction in science and social studies four times a week for alternating halves of the school year. School leaders told the Second-Year External Inspection team that they are considering strategies for expanding instruction in these subject areas for future years.

The school's commitment to the character-related components of its mission statement is reflected in the virtues emphasized by the school, the school's strict code of conduct, and the school's paycheck and behavior reinforcement system with clear, powerful consequences for positive and negative behavior.

It should be noted that many school materials reviewed by the Second-Year External Inspection team cited six virtues, whereas the school's mission statement as stated in the Executive Summary of the school's charter application names five virtues. According to the principal, the founders of the school decided during the charter application process to substitute the virtues of "responsibility" and "compassion" for "duty" in the school's mission statement.

- **Has the school implemented the key design elements included in its charter?**

The first of the seven key design elements cited earlier in this report is "intentional standards-driven teaching and the systematic use of objective student performance data to inform decision-making, including the use of internal diagnostic assessments." Rochester Prep uses well-documented and organized procedures to gather and analyze student performance and to make student placement decisions; in addition, the school has trained its teachers to use assessment data in lesson planning and in instruction.

The second design element is "meticulously planned and designed in-house professional development activities for teachers, including a two week pre-service training." Rochester Prep has implemented this design element. In particular, the school's Friday afternoon lesson design and data

analysis protocols ensure teacher adherence to the school's mission and consistency in setting academic and behavioral expectations.

The third key design element is "upon entry into the school, students take a diagnostic assessment evaluating the skills they have mastered and will be provided enrichment and remediation opportunities accordingly." As previously discussed in the section of this report that concerns Rochester Prep's regular administration of assessments, the school has implemented this design element.

The fourth design element is a "structured and rigorous system of behavioral standards and the development of a school culture which inspires students to seek excellence." Although the First-Year Evaluation Letter raised concerns regarding the limited "exuberance" displayed by students observed, the Second-Year External Inspection team found that Rochester Prep's culture sets a high standard for behavior while also encouraging warm relationships and interactions between adults and students. The Second-Year External Inspection team found that this culture inspires students to perform well. The school sets high expectations for students, and students interviewed by the Second-Year External Inspection team embraced these high expectations. They regarded the school's program as challenging but necessary to prepare them for college. Parents interviewed by the Second-Year External Inspection team confirmed that although their children had initially resisted the school's academic and behavioral expectations, their children had developed pride in their ability to work hard and meet the school's expectations.

The fifth design element is "emphasis on building relationships, evidenced by each student assigned to a teacher servicing as their advisor." Rochester Prep's advisory system is well designed and understood by parents, students, and teachers. According to the school's *Student and Family Handbook*, "The Advisor is responsible for checking in daily with students and helping students achieve their best... Their Advisor is the person who is most aware of their particular needs. The Advisor also speaks with parents or guardians periodically to report on specific academic and behavioral progress." Teachers and parents interviewed by the Second-Year External Inspection team spoke highly of the advisory program, and students said that they valued their personal relationships with their advisors and other teachers with whom they interacted during school and extracurricular activities such as museum visits.

The sixth key design element is a "shared decision-making process that involves teachers in important school decisions." The Second-Year External Inspection team found that this design element has been implemented. As previously discussed in the section of this report that concerns Rochester Prep's curriculum development process, Rochester Prep teachers have been given responsibility to create their own curriculum units and to participate in decisions regarding student groupings based on assessment data. In addition, the school's leadership team includes two teachers with leadership roles: the dean of curriculum and instruction, who is also a mathematics teacher, and the English language arts coordinator, who is a writing teacher. Teachers interviewed by the Second-Year External Inspection team said that there is an "open door" in terms of surfacing concerns directly to the school's administration, and the Friday afternoon faculty sessions allow some such issues to be placed on the agenda. Examples of changes made by the school leadership in response to teacher concerns include the elimination of the formal meetings between teachers and their groups of advisees held twice monthly; instead, the advisory system relies on frequent individual interactions between advisors and advisees at home room, during meals, or in the hallways. Teacher concerns

also led the school leadership to permit teachers to hold discussions about human growth and development with groups of female students.

The seventh key design element is “a character education curriculum taught by advisory teachers twice monthly.” Although Rochester Prep offered a character education program during its first year, it no longer does so; study skills are now taught during the time period previously devoted to character education. According to the managing director and the principal, instruction on school virtues currently takes place during the opening student induction week and through reinforcement embedded in the daily classroom life and the paycheck and scholar dollar system, as well as through the informal adviser-advisees discussions and the trimester school honors.

The Executive Summary of Rochester Prep’s charter application also cited the following planned activities: the implementation of a teacher-tutor model, the codification of the school’s culture of student achievement in a document called “Cultural Blueprint,” and the development of a core instructional guidelines document. The Second-Year External Inspection team found that these activities have been implemented. Teachers provide tutoring to students during the fourth time period of the school day. The school’s Cultural Blueprint provides teachers with an outline of the main elements of school life, including daily procedures, homework expectations, general behavioral expectations for students, general classroom procedures such as board configurations and seating arrangements, and helpful hints for setting the proper tone in the classroom. Finally, the school has produced a core Instructional Guidelines document for all teachers called the “Instructional Guidelines.” While the Taxonomy of Effective Teaching Practices mentioned earlier serves as a general resource about effective practices, the Instructional Guidelines provide school specific directions for lesson design, the structuring of teaching time, and expectations for student performance. All of the documents play a significant role in the instructional and cultural life of the school.

B. Are students and parents satisfied with the work of the school?

- **To what extent are parents/guardians and students satisfied with the school?**

The Second-Year External Inspection team interviewed a focus group of four parents, selected by Rochester Prep, whose children were enrolled at the school. Three were parents of 6th grade students, and one was the parent of a 5th grade student. All four parents expressed strongly positive attitudes toward the school. They praised the school’s challenging academic program and positive school culture; they also commented on the safe and orderly school environment created by the school’s highly structured and closely monitored behavioral program. All were well acquainted with the school’s character education program and emphasis on the six virtues as described in the school’s *Student and Family Handbook*, and they told the Second-Year External Inspection team that they saw the school virtues reflected in their children’s behavior at home as well as at school. One parent noted that she had chaperoned a school trip to Washington, D.C. and had witnessed positive student behavior on the trip. When asked whether they saw any negative impacts on their children’s exuberance from the school’s emphasis on discipline, all parents replied that they did not. All cited instances when their children reported fun; engaging activities that helped build positive feelings for their school. For example, parents cited trimester assemblies where teachers dressed in costumes and portrayed Star Wars characters to entertain students, teacher auctions where students could purchase (with “scholar dollars”) special activities with their teachers during Saturday School, and the special rooms set aside for the Millionaires and Billionaires Clubs as part of the paycheck system.

The parents interviewed by the Second-Year External Inspection team also commented positively on the school's advisory system, under which teachers serving as advisors to students make telephone calls of both a positive and a corrective nature to families every two weeks. The parents said that they highly valued this close connection between home and school and saw it as key to helping their children respond quickly to school concerns.

Parents were asked about the absence of a formal parent group within the school. All replied that they had had prior experiences in other schools with parent-teacher groups and did not feel that they needed such a group at Rochester Prep. They cited four ways in which they were able to provide and receive information about school concerns: telephone contact with students' advisors every two weeks, formal teacher meetings held three times each year when student report cards are issued, informal visits to the school allowed by Rochester Prep's open-door policy, and direct telephone calls to school leaders.

At the time of the inspection visit, Rochester Prep had published four school newsletters. The Second-Year External Inspection team's review of those newsletters showed that they contained helpful information about school activities and information about the staff; they also recognized students who had achieved honors.

In response to issues raised in the First-Year Evaluation Letter, the Second-Year External Inspection team asked parents whether they felt the school met their children's academic and social needs and whether their children were sufficiently engaged by their classes. One parent reported that her son's writing problems, which had been identified at his previous school, were more effectively addressed at Rochester Prep than at the previous school, in part because of the one-on-one teacher support provided in tutorial periods. Another parent told the Second-Year External Inspection team that the school focuses on the needs of individual students, not only the average needs of all students. Some parents reported that at first their children had been resistant to the structured environment and challenging work at the school but that they had adjusted and now took pride in learning difficult material in preparation for college, receiving validation for good behavior, and developing caring relationships with teachers and fellow students.

Rochester Prep does not conduct parent satisfaction surveys. School leaders and board members reported that they gauge satisfaction through their own interactions with parents.

The Second-Year External Inspection team also conducted a student focus group assembled by the principal just prior to the interview. The focus group was comprised of eight Rochester Prep students: two 5th grade students and eight 6th grade students: Five were enrolled in their second year at the school, and three had been enrolled for only the 2007-08 school year. The students expressed a very high level of satisfaction with the school. They were able to clearly articulate the school's mission and describe how the mission is operationalized and personalized in the daily life of the school. When asked to describe Rochester Prep, students used words such as "hard working," "inspiring," "energetic," "fair," "compassionate," and "creative." Students talked about the school's high expectations, the personal relationships they had with their teachers, and the many opportunities for academic support, including Homework Club, tutorials, teacher conferences, and a homework hotline. When asked who was going to college, every student in the focus group raised a hand. No student reported dissatisfaction with their classes. Three students said that the length of the school day and the school year were difficult sometimes, but everyone understood and articulated the purpose.

The students described the details of the “paycheck” system, including what it means to be “on perch,” and the system of rewards for positive behavior, including “scholar dollars,” auctions, pep rallies, field trips, and membership in the Millionaires or Billionaires Clubs. They also described the fun of watching their teachers dress up in costumes at the end-of-term assemblies. When asked about changes they would like to see at the school, two students expressed the desire for music classes at the school and two students felt that the “paycheck” system could be loosened. All were supportive of the school’s emphasis on rules. The Second-Year External Inspection team noted that during the focus group discussion, the students employed some of the skills that they had learned in their classrooms. For example, they tracked the speaker, listened respectfully until the speaker was finished, raised their hands to speak, and sat in an attentive posture.

The Second-Year External Inspection team viewed the school’s current waitlist data and records of student attrition during the 2007-08 school year. At the time of the inspection visit, there were 10 students on the 5th grade waitlist and five students on the 6th grade waitlist. Between August and February of the 2007-08 school year, 11 students left the school, according to school records reviewed by the Second-Year External Inspection team; the managing director confirmed this information. Eight were categorized in the records as “mission and culture fit, parent initiated”; two had moved out of the district, and one had left the school because of transportation problems. School records showed that the student attendance rate was 96 percent as of February 1, 2008.

C. Are systems in place to monitor the effectiveness of the academic program and to modify it as needed?

- **Has the school board worked effectively to achieve the school’s mission and specific goals?**

Rochester Prep’s board of trustees has seven members, including the managing director, who is employed by True North Public Schools, a division of Uncommon Schools, Inc. The board has four active committees: finance, management, development, and membership. The Second-Year External Inspection team interviewed four of the seven board members, including the managing director. The Second-Year External Inspection team’s review of board minutes indicated that the board has always had attendance sufficient for a quorum at board meetings.

The board receives regular oral and written reports on key indicators of the school’s academic progress from the school leadership. At each board meeting, the principal is scheduled for a minimum of 15 minutes to discuss issues related to the culture and development of the school. The board meeting minutes reviewed by the Second-Year External Inspection team included discussion of teacher recruitment, induction plans for students, staff development activities in the summer, data analysis, and a review of intervention and procedures to assist students.

The board meeting minutes also showed that at five out of six meetings during the 2007-08 school year, the managing director reported to the board on test results from the school’s interim assessments, the TerraNova assessments administered at the beginning and end of the school year, and the New York Testing Program assessments in English language arts and mathematics. Many of these reports included recommended action plans responding to identified student needs indicated by assessment results, such as increased nonfiction reading. The board members stated in interviews, and agendas showed, that the board expects such reports regularly.

The board clearly understands Rochester Prep's core business of improving student achievement. All four board members interviewed by the Second-Year External Inspection team spoke knowledgeably and in detail about the school's academic performance and areas in need of improvement.

Board members interviewed by the Second-Year External Inspection team cited several academic priorities for Rochester Prep, including more extensive social studies and science curricula, additional attention to the development of student skills in content-area reading and writing, the possible development of a foreign language program, and additional attention to students' transition in the 9th grade to schools with high academic expectations and college preparation programs. They also suggested that it may be desirable for the school to loosen some of its behavioral expectations as students become more acculturated to the school's code of conduct. Although the board prepares an annual plan as part of the budget process, the board might benefit from the development of a written strategic plan containing concrete tasks and benchmarks for implementing the board's priorities that is currently absent.

The First-Year Evaluation Letter expressed concern regarding the board's close ties to the managing director, who works for a division of Uncommon Schools, Inc., and its ability to maintain its autonomy. The Second-Year External Inspection team discussed the issue of the board's autonomy in its relationship with its management company with three board members; the managing director, who is also a board member, was not present for this discussion. The board members told the Second-Year External Inspection team that the board's role is to provide oversight of the school and that they rely on the managing director and the principal to implement the school's mission and charter key design elements. As previously noted, the school's organization chart shows that the principal reports to the managing director, and the managing director reports to the board. The board members told the Second-Year External Inspection team that the board hires and fires the principal but that the managing director supervises and evaluates the principal as well as the director of operations. They also stated that the board has not established a formal process for evaluating the managing director's performance in this role. According to the three board members, they hold the managing director accountable for his performance through the board's discussions with him and that they are satisfied with his performance. One board member stated that he believed that the school should adopt a formal evaluation process in order to strengthen its organizational systems.

In addition to his role in directing school operations and supervising school leaders, the managing director serves on the board as a voting member and on the board's membership committee, which recruits new board members. The three board members cited a number of actions that they regarded as examples of the board's independence from the managing director and, by extension, the school's management company. For example, the board members stated that the board had obtained its own counsel rather than relying exclusively on the attorney for Uncommon Schools, Inc. In addition, they stated that during the previous year, the board had rejected the managing director's proposal to reassign the former director of operations, who ultimately resigned in January 2007; the board had also advised that specific changes be made to a letter of rebuttal prepared by the managing director in response to the First-Year Evaluation Letter.

The Second-Year External Inspection team did not discuss the details of the school's contract with Uncommon Schools, Inc. with the board. However, the managing director told the Second-Year External Inspection team that he recuses himself from board discussions of this contract.

At the time of the inspection visit, it was not clear to the inspectors that the board had instituted a formal process for selecting new members. The board's membership committee consists of the board chairman and the managing director. The managing director's role on the membership committee has the potential to impair the independence of board members recruited by the managing director, whose performance the board is responsible for evaluating and whose company's contract the board is responsible for negotiating and overseeing. Board members told the Second-Year External Inspection team that the board intends to limit the size of the board and to recruit only members who are passionate about Rochester Prep's mission. They also stated that the board was considering a list of potential board members at the time of the inspection visit.

VI. OVERALL TRENDS REGARDING THE SCHOOL

Academic Program

Rochester Prep has established an academic culture that focuses on clearly identified learning goals that are consistently and routinely assessed in the areas of English language arts and mathematics. Rochester Prep has identified writing as an area where improvement is needed and has begun to focus resources in this area. As the school grows to include 7th grade and 8th grade students, Rochester Prep will also want to ensure that instruction in science and social studies remains at sufficiently high levels. School leaders and board members are aware of the issue, but have not yet developed a formal plan for developing these two areas.

The scope and breadth of use of Rochester Prep's use of assessment data in planning instruction and curriculum is impressive in a school that has been operating for two years. Teachers regularly analyze student performance and provide individualized assistance to students requiring additional academic support through the school's tutorial program. Nevertheless, the school is challenged to continue to develop teachers' capacity to provide differentiated instruction and to implement effective approaches to meeting the diverse learning needs of individual students.

Academic rigor in classroom instruction, which was identified as an area needing improvement by the First-Year Evaluation Letter, continues to be uneven at Rochester Prep. School leaders are aware of the need to strengthen the rigor of the Rochester Prep's curriculum design and instruction in order to fulfill the school's mission of academic excellence.

Organizational Viability

Rochester Prep has developed a strong and pervasive school culture that emphasizes student achievement and positive student behavior. Under the supervision of the managing director, the principal has created an efficient, mission-driven organization that is focused on the success of Rochester Prep's students. As the school expands to include 7th and 8th grade students, the school will need to devise methods of encouraging students to internalize the academic and behavioral expectations that the school has established. The board of trustees is knowledgeable about the school's academic performance and committed to the school's mission.

The managing director, who works for the charter management organization under contract to Rochester Prep, serves on the board of trustees while also managing the school and supervising the school's principal and director of operations. While the board has taken some appropriate steps, such as obtaining its own legal counsel, toward autonomy in its relationship with its management company, the board has not instituted a formal evaluation process that holds the managing director accountable for achieving specific objectives. Instituting this sound governance practice would provide the board with an effective tool for formalizing the board's expectations, evaluating the performance of the managing director, and ensuring that the school's contractual interests are met. The board might also consider reconfiguring the membership committee to reduce or eliminate the potential influence of the managing director on the selection of board members responsible for overseeing his performance and the contract with Uncommon Schools, Inc.

APPENDIX A:

Framework for Report Discussion

Category	Report Section (Relevant Benchmark(s))	Evidence Sources
Academic Program	School Performance Review (Renewal Benchmark 1.A)	Developed by Institute
	School Educational Program Review (Renewal Benchmarks 1.B – 1.F)	Classroom observations; Interviews; Review of documents and student work
Organizational Viability	School’s Mission and Vision (Renewal Benchmark 2.B)	Review of documents; Interviews; Classroom observations
	Student and Parent Satisfaction (Renewal Benchmark 2.D.1)	Interviews; Review of school documents, including the Accountability Plan Progress Report
	Board of Trustees’ Systems (Renewal Benchmark 2.C.1)	Review of documents; Interviews; Classroom observations