



Charter Schools Institute
The State University of New York

Leadership Preparatory Ocean Hill Charter School

School Evaluation Report 2010-11

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Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277, 518/427-6510 (fax)
<http://www.newyorkcharters.org>

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INTRODUCTION

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

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

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

Because of the inherent complexity of an organization such as a school, this School Evaluation Report does not contain a single rating or comprehensive indicator that would

indicate at a glance the school's prospects for renewal. It does, however, summarize the various strengths of the school and note areas in need of improvement with respect to the school's performance as compared to the State University Charter Renewal Benchmarks. To the extent appropriate and useful, we encourage school boards to use this evaluation report in ongoing planning and school improvement efforts.

Background

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

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

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

EXECUTIVE SUMMARY OF SCHOOL EVALUATION VISIT

The Charter Schools Institute conducted a school evaluation visit to Leadership Preparatory Ocean Hill Charter School (“L.P. Ocean Hill”) on May 17, 2011. While L.P. Ocean Hill is in its first year of operation, the Institute holds all schools accountable for the Renewal Benchmarks with consideration given to its point in the charter accountability period. A school in its first year is expected to have begun to build systems and procedures that would provide a platform for delivering effective instruction to improve student learning and achievement.

Based on the analysis of evidence from the evaluation visit, L.P. Ocean Hill is on a trajectory toward meeting it’s the Qualitative Educational Benchmarks (a component of the Renewal Benchmarks) by establishing systems and procedures for an effective instructional program. This conclusion is drawn from a variety of indicators discussed more fully later in the report. Some of the more salient indicators include the following:

Academic Success

Areas of Strength

- Leadership Preparatory Ocean Hill has systems in place to gather assessment data and systematically uses this data to improve instructional effectiveness.
- Leadership Preparatory Ocean Hill has a clearly defined curriculum and uses it to prepare students to meet state performance standards.

Organizational Capacity

Areas of Strength

- Leadership Preparatory Ocean Hill has a well-functioning organizational structure with staff, systems and procedures that allow the school to carry out its academic program.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	May 13, 2008
Date Initial Charter Approved by Operation of Law	October 28, 2008
School Opening Date	August 2010

Location

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

Partner Organizations

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

Current Mission Statement

The mission of the school is to prepare students to excel in demanding college-prep high schools and colleges and to contribute to their communities as leaders.
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Current Key Design Elements

<ul style="list-style-type: none"> Holding all stakeholders accountable for student achievement, including both staff and parents; Building a program based on “best practices” of existing high-performing urban schools serving low-income students; and Drawing on the considerable community resources available to the school.
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School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ¹	Original Chartered Grades	Actual Grades
2010-11	116	145	142	K-1	K-1

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

Current Board of Trustees²

Board Member Name	Position/Committees
Carrie Abramson	Chair, Development Committee Governance Committee
Caroline Curry	Chair, Finance Committee
Ben Esner	Finance Committee L.P.BC
Michael Hall	Development Committee
Matthew Klein	LENYPC
Arvind Krishnamurthy	Finance Committee
Joseph Lewis	Finance Committee LENYPC
Tokumbo Shobowale	LBPC
Dyrnest Sinckler	Finance Committee LBPC
Jeff Wetzler	Governance Committee LENYPC
Brett Peiser	Manager Director Uncommon Schools Brooklyn

School Leader(s)

School Year	School Leader(s) Name and Title
2010-2011	Nikki Bridges, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year	Institute	May 17, 2011

² Source: School renewal application and Institute board information.

SCHOOL EVALUATION VISIT

Benchmark Conclusions and Evidence

Use of Assessment Data (Benchmark 1.B)

Leadership Preparatory Ocean Hill has systems to gather assessment data and systematically uses this data to improve student learning.

Leadership Preparatory Ocean Hill (L.P. Ocean Hill) regularly administers assessments aligned to the school's curriculum and state standards. These assessments include interim assessments, teacher-created formative assessments, bi-monthly writing prompts, commercial curriculum assessments and the Strategic Teaching and Evaluation of Progress (STEP) reading assessment. The school's charter management organization (CMO)* develops the interim assessments based on alignment to state standards and the skills covered on the TerraNova exam. The school's CMO revisits the interim assessments annually to ensure alignment with the state testing program; last year, the CMO significantly altered their assessments in response to changes made in the state testing program.

The school systematically collects valid and reliable assessment data and analyzes the results. Teachers analyze data for strengths and weaknesses at the whole class, reading group and individual levels. They use assessment results for re-teaching, grouping students, identifying students for interventions and adjusting the curriculum. The school made the scope and sequence flexible to allow teachers to remain on pace when re-teaching skills not mastered by the whole class. STEP assessments measure literacy skills and teachers use results to place students in appropriate reading groups.

Curriculum (Benchmark 1.C)

Leadership Preparatory Ocean Hill has a clearly defined curriculum and uses it to prepare students to meet state performance standards.

L.P. Ocean Hill uses detailed daily scope and sequence documents provided by the CMO to guide teachers in what to teach and when to teach it. The scope and sequence includes relevant state standards, which, evidence suggests, aligns to New York state standards. The school administration assigns teachers a content area to create lesson plans for the entire grade level. Teachers share these plans with department and grade level peers for feedback prior to implementation. The principal also offers targeted feedback on these plans based on the teacher's individual planning goals.

The school has significant instructional materials aligned to its curriculum framework, including multiple commercial resources in each subject. Teachers also have access to resources used at other schools within the CMO; including lesson plans, independent practice activities and assessments.

* Leadership Preparatory Ocean Hill's CMO is Uncommon Schools, Inc.

The school consistently revises their curriculum to ensure alignment with state standards. Additionally, the school plans to revise the first grade curriculum to meet the specific needs of the incoming student population. In preparation for adding a grade level, first grade teachers are currently developing a second grade curriculum.

Pedagogy (Benchmark 1.D)

Leadership Preparatory Ocean Hill implements quality instruction in all classes. Teachers implement purposeful lessons with stated objectives aligned to state standards and the school's curriculum. Teachers provide grade appropriate instruction that cognitively engages students.

Teachers implement purposeful lessons with stated objectives aligned to state standards and the school's curriculum. Teachers verbally communicate to students the objectives stated in their lesson plans and sufficiently scaffold their instruction to ensure that the students meet them. They also engage students through targeted questioning, whole class response, and choral reading and repetition of material. Instructional materials are at or above grade level and most teachers include higher order questioning

Teachers report that they target their writing conferences based on observed student needs. In addition to teacher led instruction, students also benefit from individualized, computer-based reading instruction.

Instructional Leadership (Benchmark 1.E)

Leadership Preparatory Ocean Hill has strong instructional leadership that supports student achievement goals. The principal regularly evaluates teachers and provides feedback on classroom performance.

School leaders instill high expectations for teacher performance and student achievement with clear, school-wide goals. The school's board and school staff collectively set high expectations for student achievement. The school leader consistently observes and provides feedback to teachers on lesson implementation, student data and their progress towards meeting individual goals.

School leaders support struggling teachers. For example, the school uses video to showcase excellent teaching models to struggling teachers. Additionally, the dean of students co-teaches in one classroom per-day. In order to help teachers improve, the principal and dean observe struggling teachers with greater frequency than other staff, offer special assistance and model effective teaching practices in their classrooms. These struggling teachers set goals for improvement and receive feedback on them over the course of several weeks; teacher conferences with the principal focus on discussing these goals.

The school regularly evaluates teachers with a formal assessment based on the qualities of excellent teaching provided by the CMO. The evaluation emphasizes teachers' progress toward meeting their individual PD goals. Teachers describe evaluations as fair and informative.

At-Risk Students (Benchmark 1.F)

Leadership Preparatory Ocean Hill helps academically struggling students. The school uses clear procedures for identifying at-risk students and provides sufficient resources and support to meet their needs.

School policies clearly define services for special education students, English language learners (ELLs) and academically struggling students. The school uses comprehensive procedures to identify students who may require academic assistance and specifies protocols for academic interventions. Teachers report they support all students by providing timely academic remediation.

Teachers refer students not making academic progress to the school's child study team (CST) for a comprehensive review of the student's academic or behavioral needs. CST Members consist of classroom teachers, school leadership and the school's special education teacher (SETTS). If the CST determines a student may benefit from academic remediation services, the team develops initial response to intervention (RTI) strategies. If the student does not show progress with initial interventions, the CST will reconvene and develop intensive academic strategies. Depending on preliminary student academic and behavioral data from classroom interventions, the CST staff may develop behavior intervention plans, section 504 plans or refer a student for a special education evaluation.

The classroom and special education teachers closely monitor academic interventions. The special education teacher monitors student performance on the school's STEP (strategic teaching and evaluation of progress) assessments to determine if students make adequate progress within their classrooms. Classroom teachers and the special education teacher also use the school's daily lesson assessments to assess student's academic achievement.

In addition to special education and other student support personnel, the school has a co-teaching model which reduces classroom student-to-teacher ratios. Students receive instruction in small groups where teachers focus on individual student guided practice. Teachers monitor individual student academic performance in these groups and provide direct academic assistance to them.

Student Order and Discipline (Benchmark 1.G)

Leadership Preparatory Ocean Hill has a safe and orderly environment. The school has a comprehensive behavior management system and routines that promote learning.

The school has well planned and supervised transitions and common-area routines fostering a safe and orderly learning environment. The school also has a well developed and implemented behavior management system. The school devotes significant time during summer professional development to training teachers about the school-wide management system as well as routines for all aspects of the school day. These sessions include role playing and other activities to norm teachers' use of this system. The school then devotes several days at the beginning of the school year to teaching students the routines and procedures. When necessary, the dean of students also provides additional assistance to teachers on implementing the system as intended.

The behavior management system includes both negative consequences as well as positive reinforcement. School leaders emphasize joy as a critical component of the school culture including songs and movements that break up lessons; however, at the time of the visit, the school had not fully developed this component. The school leaders report currently working on this issue.

Professional Development (Benchmark 1.H)

Leadership Preparatory Ocean Hill's professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers' pedagogical skills and content knowledge.

L.P. Ocean Hill has a comprehensive professional development program. The principal reports leading the majority of professional development sessions and selecting topics based on observed teacher needs. Most sessions focus on school-wide instructional priorities and student engagement strategies. The dean of students also provides professional development on classroom management and school culture. The school leaders evaluate professional development effectiveness by measuring teacher's implementation of learned teaching strategies. School leaders also review teacher's professional development goals monthly so that they may recommend additional instruction.

Mission & Key Design Elements (Benchmark 2.A)

Leadership Preparatory Ocean Hill faithfully implements its mission.

The mission of L.P. Ocean Hill is to "teach students the academic skills, knowledge and personal traits necessary to succeed in high school, college, and beyond." Although the school currently only enrolls students in kindergarten and 1st grade, all classrooms have college names, and hallway bulletin boards contain information and images about where school staff attended college. Classrooms display college themes providing students with constant exposure to collegiate memorabilia. In addition to the collegiate materials, teachers speak with their students about the importance of current course content in their academic futures. Teachers also conduct regular conversations about motivation and personal responsibility.

Parents & Students (Benchmark 2.B)

Leadership Preparatory Ocean Hill has strong parent involvement.

L.P. Ocean Hill involves parents with the school through curriculum nights; book fairs, camp information sessions and report card conferences that parents must attend to receive report cards. They also measure parent satisfaction through surveys at each report card conference as well as through the New York City Department of Education Survey. The school has high parent attendance rates, 75 percent or greater, at all parent events.

Organizational Capacity (Benchmark 2.C)

Leadership Preparatory Ocean Hill has a well-functioning organizational structure with staff, systems and procedures that allow the school to carry out its academic program.

L.P. Ocean Hill has an organizational structure that supports distinct lines of accountability. Teachers know and understand the school's administrative reporting structures, and they report being supported in their classrooms. The school's operation team has systems that allow instructional leaders and teachers to focus on instruction. The director of operations has also spearheaded plans to ensure that the school's new facility for the upcoming school year meets all instructional needs. School leaders monitor educational programs closely and make changes when needed. The school provides struggling teachers with support based on observations, including spending two weeks re-teaching routines and procedures in struggling classrooms during the month of January.

Governance (Benchmark 2.D-E)

Leadership Preparatory Ocean Hill's board has worked effectively to achieve the school's mission and provide oversight to the total educational program.

The L.P. Ocean Hill board oversees three Leadership Preparatory schools. The majority of board members have been board members since the first Leadership Preparatory school opened. Therefore, they have a strong understanding of their governance role and how to hold school leaders and the CMO accountable. With a recent loss of members, the board is actively recruiting new members with legal and academic expertise.

The school board receives detailed information from both school leaders and the school's CMO. The information includes student achievement, teacher satisfaction, attendance and financial data. The board contracts for principal evaluation services, but they remain involved in the evaluation and provide feedback. The CMO representative on the board ensures that the board's comments are contained within the final evaluation and integral part of the process. .

Conduct of the Visit

The Charter Schools Institute conducted the school evaluation visit at Leadership Preparatory Ocean Hill Charter School on May 17, 2011. Listed below are the names and backgrounds of the individuals who conducted the visit:

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

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

APPENDIX A: RENEWAL BENCHMARKS USED DURING THE VISIT

An excerpt of the State University Charter Renewal Benchmarks follows.

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

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

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

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

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

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

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

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