

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**OUR WORLD NEIGHBORHOOD
CHARTER SCHOOL 3**

VISIT DATE: FEBRUARY 26, 2025
REPORT DATE: JUNE 10, 2025

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Our World Neighborhood Charter School 3 (“OWN 3”) on February 26, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





CHARTER BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 3

108-68 Roosevelt Avenue, Queens, NY 11368 | Grades: K-3 | Queens CSD 30



MISSION

It is the mission of Our World Neighborhood Charter School to educate students to become independent thinkers and lifelong learners.

CURRENT CHARTER

Opened: 2022
Serves: Kindergarten – 3rd
Chartered Enrollment: 318
Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

A commitment to diversity;	+
Pillars of positive community;	+
Emphasis on literacy;	+
Interdisciplinary approach to learning;	+
Assessments;	+
Learning for all learners;	+
Investment in human capital; and,	+
Longer school day and year.	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The SUNY Trustees approved the original charter for OWN 3 on October 18, 2018 and the school opened in fall 2022. Our World Neighborhood Charter Schools (“OWN Schools” or the “education corporation”) is authorized to operate three schools and OWN Schools’ shared services team (“SST”) supports the three schools with academic, operational, fiscal, legal, and other back office support.

OWN 3 is building an effective program that aligns with the OWN Schools model. The school enrolls a population of students with meaningfully different demographics than the other schools within the education corporation. Notably, approximately 75% of students are English language learners (“ELLs”) and the organization is making strategic adaptations to the program model to meet the needs of that population. For example, some of those efforts include hiring additional ELL teachers, infusing more English language acquisition strategies into the curriculum, and increasing direct support provided to families. School leaders deliver professional development sessions integrating effective ELL strategies to build classroom teachers’ skills to support ELLs. Teachers create print-rich, welcoming, warm classroom environments. The school is reflective about continuing to develop its program to best meet the needs of the population.

OWN Schools supports the school with detailed protocols to review and evaluate its programs. At the time of the visit, the SST engaged in a process to review the education corporation’s academic intervention services. Leaders work to gather stakeholder input and analyze disaggregated student performance results to determine if the current programs are the most effective in providing intervention services to students.

Across OWN 3 classrooms, teachers deliver high quality instruction. Leaders and ELL teachers build general education teachers’ skills to integrate English language acquisition skills into every lesson. Teachers deliver purposeful lessons and establish effective discourse routines for students. School leaders prioritize consistent and frequent opportunities for students to speak during lessons.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective charter school must have in place at the time of renewal.

ASSESSMENT

OWN 3 has an assessment system that improves instructional effectiveness and student learning. The school administers a suite of assessments regularly for core subjects including i-Ready and DIBELS for English language arts (“ELA”) and i-Ready for mathematics. The school supplements the curricular program assessments with education corporation-wide assessments created by the SST. ELL teachers implement a clear data cycle and administer assessments from the ELL curriculum regularly. This suite of assessments provides an accurate picture of student performance aligned to grade level standards. The SST and school-based staff members make assessment data easily accessible to teachers through the use of student performance dashboards. Teachers understand how to access data and frequently use the provided tools to make instructional decisions.

OWN 3 establishes clear expectations for how teachers use data to drive instruction. Teachers collect formative data on a daily basis through the use of exit tickets and checklists. During professional learning communities (“PLCs”), leaders support teachers with reviewing formative and summative assessment data through consistent cycles. From these routines, teachers effectively use student data to create small groups, adjust instructional plans, and inform intervention needs. For ELLs, teachers diligently implement a clear data cycle with ELL teachers that includes setting a specific goal for students each month, collecting data regularly, then reporting and reflecting on progress with the school principal, who manages the ELL program.

CURRICULUM

OWN 3’s curriculum supports teachers with instructional planning. OWN Schools establishes a clear curricular framework and provides support to OWN 3 teachers to implement with fidelity. For ELA, the school uses Wonders and i-Ready. The school uses Illustrative Math, GoMath, and i-Ready for mathematics instruction. Given the school’s large ELL population, the SST works closely with OWN 3 leadership to identify specific needs and adjustments to the program to infuse specific language acquisition strategies. For example, one reason for adopting the Wonders ELA curriculum was due to the high level of support materials for ELLs included in the program. Through PLCs, instructional coaches work with teachers to understand the best use of materials for OWN 3’s student population, and this effectively translates into focused support for ELLs during classroom lessons. The SST provides teachers with supporting tools, including scope and sequence documents, pacing guides, and unit plans, that allow teachers to know what to teach and when. Teachers are responsible for

1. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

creating lesson plans, which typically are in the format of a week-at-a-glance. As demonstrated through a review of the school's lesson plans, teachers effectively outline multiple layers of support for students including differentiation strategies, small student groups, and specific ELL strategies.

OWN Schools has a detailed and effective process for reviewing its curriculum on an annual basis. At the end of each school year, the SST collects information from teachers and leaders, then convenes groups of stakeholders to discuss and review the curricular materials. Based on this feedback and a review of student performance results, the team makes adjustments over the summer to improve the program. As a result, the schools implement incrementally improved curricular programs annually.

PEDAGOGY

High quality instruction is evident across OWN 3 classrooms. In the majority of OWN 3 classrooms, teachers deliver purposeful lessons by stating clear lesson objectives and making connections between classroom activities and the stated objectives in accordance with schoolwide instructional priorities. School leaders work with teachers to ensure they consistently revisit the objective during lessons in all classrooms. The majority of classrooms offer integrated co-teaching ("ICT"), and both teachers demonstrate defined roles and responsibilities throughout lessons. With the ICT model in place, teachers frequently leverage small group instruction informed by student performance data. In the school's effort to adopt a sheltered instruction observation protocol ("SIOP") to support ELLs, teachers employ select SIOP-based techniques to support students in the domains of listening, speaking, writing, and reading. Many teachers are bilingual in Spanish, the language the majority of students speak, and interpret assignments or instructions to encourage student participation. General education teachers also create domain specific goals tied to unit learning objectives and track student progress accordingly.

In most classrooms, teachers apply effective strategies to check for student understanding. Teachers routinely conference with students to address specific skills gaps while collecting data on student progress during independent practice activities. Teachers deliver lessons and ask questions that build students' higher order thinking and problem solving skills. Teachers consistently uphold expectations for accountable talk to encourage meaningful student dialogue and the Institute observed frequent opportunities for students to discuss content with their peers. Teachers establish clear routines for student to student discussions that allow students to engage in productive conversations during turn and talk routines. As the school continues to refine programming to meet the needs of ELLs, leaders recognize an opportunity to equip teachers with additional tools for facilitating classroom dialogue for all students.

All teachers maximize instructional time through effective classroom management techniques and students generally exhibit strong investment in lesson content. Students consistently demonstrate the internalization of behavioral expectations and routines reflecting teachers' effective establishment of positive classroom cultures early in the school year.

BENCHMARK SUMMARY

INSTRUCTIONAL LEADERSHIP

OWN 3 has strong instructional leadership. The school's instructional leadership team establishes high expectations for teacher practice. Given the school's large population of ELLs, the school adjusted its staffing model to ensure it has more team members in place to support with the ELL program. The school's instructional leadership consists of a principal, three instructional coaches, and a special education coordinator. The special education coordinator supports one other school in the education corporation and OWN 3 and is training a special education manager who will be in a full time role next year. With this team in place, the school's leadership has the capacity to effectively support and develop teachers.

Instructional leaders provide sustained, systemic, and effective coaching and supervision that improves teachers' instructional effectiveness. OWN Schools' coaches leverage trusted frameworks to provide structure and teacher input to the coaching process. Coaches use classroom walkthroughs and assessment trends to generate schoolwide instructional priorities that support classrooms. Coaches utilize assessment data and self-reported needs to differentiate coaching support for teachers. The Institute observed that OWN 3's approach to instructional coaching produces strong alignment between the priorities stated by teachers and instructional leaders, such as a focus on transferable skills and tailored small group instruction as an intervention tool. These effective systems indicate that instructional leaders communicate clear expectations for high quality instruction.

Leaders provide opportunities for teachers to plan curriculum and instruction within grade levels. The school provides consistent and structured opportunities for teachers to develop their instructional practices through peer collaboration. During weekly PLCs, teachers unpack unit objectives, complete student activities to internalize lesson content, identify potential areas of struggle for students, and share strategies for addressing student misconceptions. During grade team meetings, teachers also engage in lesson rehearsals to receive feedback from coaches and peers. General education teachers and at-risk program providers also use weekly grade team meetings to co-plan instruction that supports students with disabilities and ELLs. Coaches monitor the implementation of content from grade team meetings by reviewing and providing feedback on lesson plans and conducting regular, informal observations to generate feedback and next steps for teachers as they refine the use of strategies.

OWN 3 leaders implement a comprehensive professional development program with activities interrelated with classroom practices. Instructional coaches meet biweekly as a team to discuss schoolwide learning trends and classroom needs, and they receive coaching and feedback on a weekly basis from the school's principal and the chief academic officer. The leadership team uses these opportunities, data from classroom walkthroughs, and assessment results to determine professional development needs. The school provides teachers with professional development opportunities that focus on incorporating ELL teaching strategies in the general education classroom. Teachers reported a desire for even more intensive professional development focused on comprehensive strategies for modifying instruction to support the high proportion of ELLs at the school.

BENCHMARK SUMMARY

AT-RISK PROGRAM

OWN 3 meets the educational needs of at-risk students including ELLs, students struggling academically, and students with disabilities. The school uses compliant practices to identify students with disabilities and ELLs. Given the school's large ELL population, the school's identification process for students with disabilities is sufficiently precise and prescriptive to ensure students with a disability or academic struggles are not related to language acquisition. To do this well, the school's student support team implements specific procedures that include multiple observations and intervention cycles beyond the typical frequency to ensure the team is diagnosing student needs accurately. OWN 3 implements clear programs to support at-risk students. For students with disabilities, the school provides ICT and related services, some of which are contracted with the district. For students struggling academically, OWN Schools provides a suite of intervention programs delivered by classroom teachers, the ELA coach, and the special education manager.

For ELLs, the school employs three ELL teachers to support with push in and pull out services. OWN Schools provides multiple resources and research based programs for ELL teachers to meet specific needs of students. For push in supports, ELL teachers collaborate closely with classroom teachers to understand the daily lesson plans and use ELL resources from the Wonders ELA curriculum. For pull out services, ELL providers use Hands On English and Really Great Readers to target specific skills. The school has clear and effective collaboration systems for English as a new language ("ENL") and ELA subject area meetings, but does not yet have the same level of coordination with mathematics. School leadership is thoughtful regarding planning professional development that infuses clear English acquisition strategies during sessions to benefit most staff members, and instructional coaches acknowledged the utility in also participating in specific ELL training to better support general education teachers.

To ensure the school's intervention programs are effective, OWN Schools engages in a detailed program review process. The director of special education, at the time of the visit, was engaging in a five month process, which occurs every two years, to analyze the effectiveness of the OWN Schools' academic intervention services. Part of this process includes surveying students, families, teachers, and leaders, conducting focus groups with teachers who implement the programs, and closely analyzing progress and results for a sample set of students receiving intervention services.

ORGANIZATIONAL CAPACITY

OWN 3's organization, with support from the SST, works effectively to deliver the educational program. Its organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The operational team includes a director of operations and a team of personnel who support the school's operational demands. The director of operations works closely with the chief operating officer to align operational practices with the OWN Schools model. Given the school's high ELL population, the school's operations team has an extensive outreach and social support infrastructure to ensure that families have access to critical information and resources. Leaders effectively communicate clear roles and responsibilities across teams and teachers and staff members are clear on who to go to for what.

BENCHMARK SUMMARY

The school retains high quality staff members. In its third year, the school has a high level of staff member retention. Leaders attribute the success of teacher retention to high levels of employee satisfaction and a positive school culture. As the school continues to grow, it will consider expanding its ELL teaching team to meet the demands of the ELL population. OWN 3 allocates sufficient resources across the program. Teachers have access to materials and can request additional resources for their classrooms. Classroom spaces are well-resourced and print-rich, which supports the school's high proportion of ELLs. In the opening process for OWN 3, OWN Schools strategically allocated experienced teachers and staff members to found and open the school.

OWN 3, with support from OWN Schools, regularly monitors and evaluates the school's programs and makes changes as necessary. Each summer, the SST leads an evaluation and refinement of the curricular programs with review of input from multiple stakeholders and student performance data. OWN Schools leadership monitors student data from each school and provides specific supports based on need. One identified area for improvement by OWN Schools is to increase the opportunities teachers have to collaborate and conduct intervisitations to other schools within the education corporation.

BOARD OVERSIGHT & GOVERNANCE

OWN Schools board works effectively to achieve the school's Accountability Plan goals. The board's membership remains stable with the necessary skills to bring a comprehensive lens to the oversight of the education corporation and OWN 3. During each board meeting, the SST executive leadership, school principals, and parent association co-presidents join and present information to the board. All but one member of the board are parents of OWN Schools alumni. This structure allows board members to hear input from families regularly across all three schools.

The board receives a comprehensive dashboard of information on each school with regular reports from the executive team of the SST. Principals also present information to the board regularly. The information gathered through these sources allows the board to provide effective oversight and monitor the education corporation's priorities. Annually, the SST presents a set of priorities for the organization, and members provide feedback and monitor implementation throughout each school year.

The board is thoughtful as to its oversight of OWN 3 given its uniquely high proportion of ELL students compared to other schools in the education corporation. The board strategically adjusts resource allocation and budgetary considerations to adapt specific program elements to support OWN 3. For example, the board has overseen adjustments to the staffing model and an increased allocation of ELL instructional resources.

OWN 3

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APPENDICES

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OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Dr. Jeanette Betancourt	Richard Bogle
VICE CHAIR	Kalimah Ayele
Melissa Chin	Liz Fernandez
TREASURER	
Olubunmi Emigli	
SECRETARY	
Maura Fitzgerald	

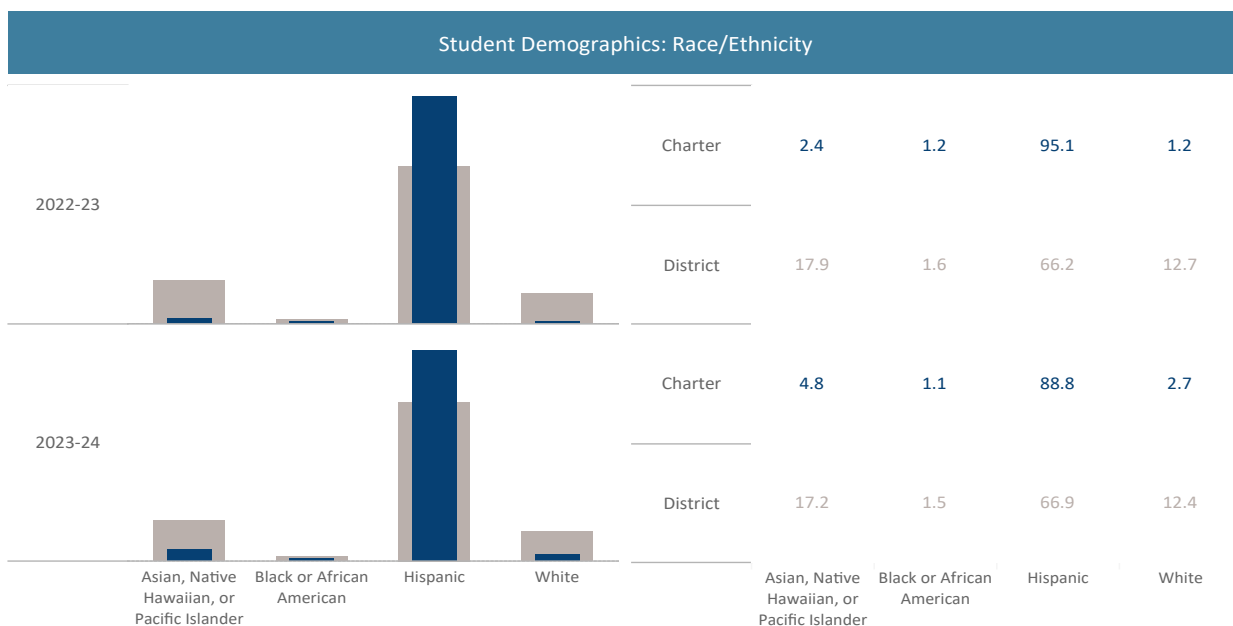
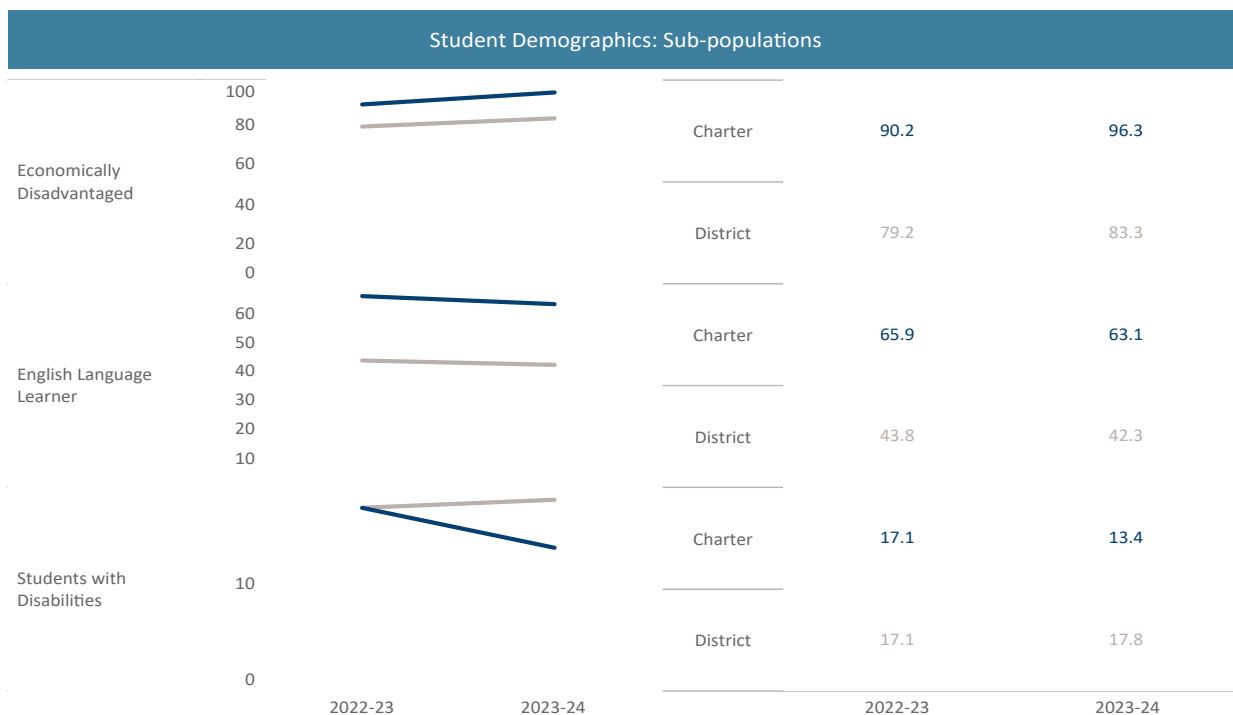
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2022-23	156	77	49%	K-1
2023-24	237	195	82%	K-2
2024-25	318	286	90%	K-3

1. Source: The Institute’s board records at the time of the visit.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Our World Neighborhood Charter School 3

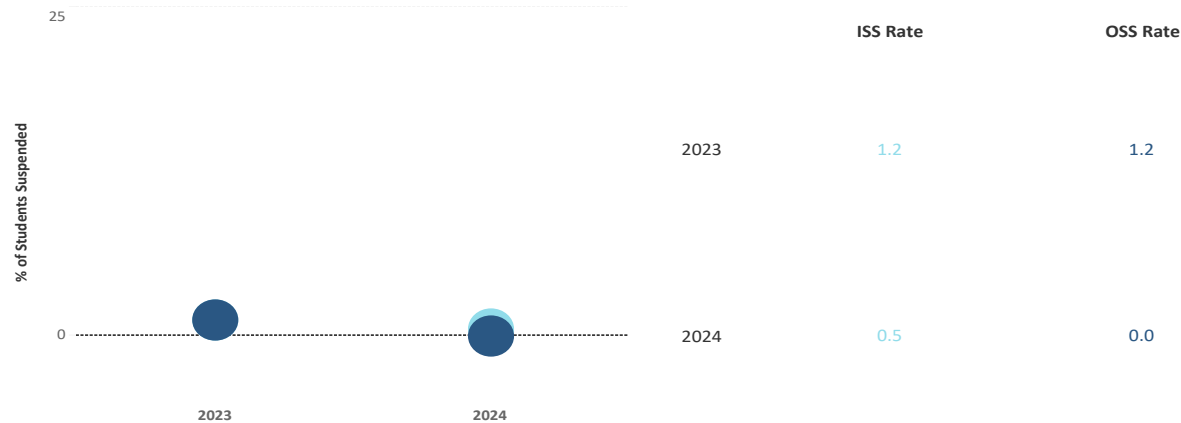
Queens CSD 24



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Our World Neighborhood Charter School 3



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

	2023	2024
2023-24	78.0	0

Our World Neighborhood Charter School 3's Enrollment and Retention Status: 2023-24

		Target	Charter
enrollment	economically disadvantaged	70.3	96.3
	English language learners	29.0	63.1
	students with disabilities	17.3	13.4
retention	economically disadvantaged	94.0	83.8
	English language learners	94.7	87.0
	students with disabilities	93.5	78.6

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

APPENDIX A: SCHOOL OVERVIEW



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2022-23	First Year Visit	April 18, 2023
2024-25	School Evaluation Visit	February 26, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
February 26, 2025	Andrew Kile	Director of School Evaluation
	Ciani Jones	Senior Analyst

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Initial	Third of Five Years	Fall 2026

