



Charter School Annual Site Visit Report
Charter School Office
2009-2010

PAVE
CHARTER SCHOOL
ANNUAL SITE VISIT REPORT

APRIL 2010

Part 1: Executive Summary

School Overview and History:

PAVE Charter School is an elementary school serving approximately 137 students from kindergarten through grade 2 in the 2009-2010 school year.¹ The school opened in 2008 with kindergarten and grade 1. It has plans to grow to serve students kindergarten through grade 5.² It is currently housed in P.S. 15 in District 15.³

The school population comprises 47% Black, 27% Hispanic, 10% White, and 0% Asian students. 87% of students are designated at Title I.⁴ The student body includes 2% English language learners and 13% special education students. Boys account for 45% of the students enrolled and girls account for 55%.⁵

The school is in its second year of operation and has not yet received a Progress Report. The average attendance rate for the school year 2008 - 2009 was 95%.⁶ The school is in good standing with state and federal accountability.⁷

Annual Review Process Overview:

The NYC DOE Charter School Office conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter School Office Accountability Team and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school:

- Sylvia Rabiner, Education Consultant

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ Demographic Data drawn from NYC DOE ATS System; Title I percentage from 2008 NY State Report Cards

⁵ Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

⁶ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁷ New York State Education Department - www.nysed.gov

Part 2: Findings

What the school does well

- The school utilizes differentiated instruction and an integrated curriculum to promote proficiency and actively engage students
 - Every class is taught by two teachers.
 - Teachers use auditory, tactile, and verbal techniques to address student learning styles.
 - Math classes are designed to offer extensions and interventions depending on student performance. Every eight weeks following interim math assessments, students are placed in groupings to extend or reinforce their math skills.
 - Additional reading support is provided through continued phonics instruction for selected second graders.
 - Students in need of academic interventions are provided individual/ small group instruction by the special education and intervention teachers.
 - A wide variety of multilevel texts and materials is available in all classroom libraries.
- The school fosters a safe learning environment which encourages both student academic progress and teacher professional development.
 - Teachers are provided with common planning time during student lunch, during recess /specials block and from 3:45- 4:45 daily. Curriculum units are prepared utilizing a common template aligned to the state standards around Essential Questions, Big Ideas and Enduring Understandings.
 - There is weekly professional development at grade team meetings, at full faculty meetings every Friday and on staff development days.
 - Teachers submit lesson plans weekly for the principal to review and provide feedback. The principal visits classrooms daily to provide ongoing feedback and support to teachers.
 - The school has a set of shared expectations, routines and procedures which can be observed across all classrooms.
 - Classrooms are clean and attractive with teaching tools, charts and visual aids posted.
- The school employs a rigorous assessment system and data-tracking tools to monitor student performance and inform teaching and learning.
 - The Terra Nova assessments are given each year.
 - The Fountas and Pinnel reading assessments are used by teachers to track student progress.
 - Teacher-designed interim assessments have been developed in ELA and math.
 - Every eight weeks the faculty reviews data which is then used to inform whole class instruction and individual interventions.
- The school has developed a strong culture that encourages academic excellence and allows all students to interact with the learning community.
 - The school holds a Friday morning community meeting at which students are recognized and celebrated.
 - PAVE core values are emphasized across grades. A Behavior Thermometer is posted in every classroom. Student daily behavior is displayed on the thermometer.
- The school is in good financial condition and maintains appropriate internal controls
 - As of March 31, 2010, the school possessed \$781,882 in current assets and \$145,013 in current liabilities. Therefore, for each outstanding dollar in current liability, the school possesses \$5.39 in current assets to meet its obligations
 - The school's long-term financial outlook appears good based on the total assets of \$981,218 and total liabilities of \$145,013. Therefore, for each dollar in long-

- term liability, the school possesses \$6.77 in long-term assets to meet its obligations
 - The school exercises appropriate internal controls on its financial systems
- The school board is providing adequate and balanced oversight.
 - Board gets reporting from the Executive Director, Principal, formative assessments, income statement and balance sheet besides other statistics
 - Board plans to do self assessment to measure its own effectiveness

What the school needs to improve

- The after-school program offers valuable extended learning opportunities but reviewer noted that too few students are able to participate.
- The school's professional culture of instructor collaboration in planning will require purposeful cultivation as the school grows.
- Strong systems will be necessary as the school grows in order to continue to support the academic and emotional needs of each student

Part 3: Framing Questions

FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

Annual Site Visit Rubric:

1. Has the School Been an Academic Success?
 - Academic Goals and Mission
 - School components and curriculum align together and holistically support the mission
 - School has high academic expectations and employs strategies for the full range of students served by the school, including those at risk and those with special needs
 - Curriculum and Instruction
 - The educational plan is flexible and is adjusted to meet the performance levels and learning needs of all enrolled students
 - School implements programming to address the needs of students with disabilities and ELLs
 - Teachers demonstrate the use of differentiated instructional techniques to support the varying ways by which students learn
 - School has implemented programming for students who need remediation or acceleration
 - School Culture
 - The culture is strong, intentional, supportive and sustainable and promotes student learning
 - The school motivates all students and respects the diversity of learners and cultures in the community

- School offers programs, activities or support services beyond academics to address students' social and emotional needs
 - School calendar and day are set to provide extra supports to ensure that students are able to meet and exceed academic goals
 - Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights
 - Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school
 - Behavioral expectations and social supports that reflect the school's mission and comply with all applicable laws and regulations
 - **Assessment**
 - Establishes a culture of continuous improvement and accountability for student learning
 - Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment
 - Student learning measured with multiple forms of assessments/metrics
 - Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific
 - Develops assessments that are appropriately aligned with curriculum, instruction, and adopted standards
 - Provides evidence of how data will influence instruction, professional development and curricular adjustments
 - **Parent Engagement**
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
 - Capacity to communicate effectively with parents and families
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
2. Is the School a Viable Organization
- **Governance Structures and Organizational Design**
 - School has articulated appropriate roles, responsibilities, and decision-making structure for school community members (including Board of Trustees and school leadership)
 - An accountability structure that provides effective oversight of the educational program and fiscal components of the school is in place and utilized
 - Board regularly reviews a data dashboard of student achievement and fiscal management that forms the basis for Board discussions and decisions
 - Board has diverse skill set that lends itself to strong educational / operational oversight
 - Board has an articulated process for ongoing policy development, Board member development and self-evaluation
 - Organizational charts are aligned with mission; roles and responsibilities are clearly defined
 - Board has developed essential strategic partnerships with organizations that support the mission of the school
 - **Community Support**
 - School Leadership demonstrated responsiveness to the unique needs and interests of the community to be served
 - School has established a presence in the community and has buy in from community members
3. Is the School in Compliance with Applicable Laws and Regulations
- **Special Populations**

- Well-defined plan and sufficient capacity to service the learning needs of Special Education students, English Language Learners
- School adequately addresses the academic and non academic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students
- There is a coherent plan for meeting the non-academic needs of students with disabilities, students with interrupted formal education, and other populations
- School employs a process to identify students at risk of not meeting expectations and creates intervention plans and follow up
- School demonstrates a comprehensive recruitment, enrollment and retention approach that is sensitive to the diverse needs of students
- School admission policy and lottery preferences serve to create a student body that reflects community demographics and give a preference to community school district residents
- Safety and Security
 - School is well maintained
 - Transitions and student gatherings are orderly and well supervised
 - Expectations for student behavior are well known and are enforced fairly
 - School is current with all safety recruitments and drills.
 - AED machines are in operation and school staff is trained in CPR