



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Opportunity Charter School

SCHOOL YEAR 2015-16

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TABLE OF CONTENTS

| | |
|--|-----------|
| PART 1: SCHOOL OVERVIEW | 2 |
| CHARTER SCHOOL BACKGROUND | 2 |
| SCHOOL HIGHLIGHTS | 2 |
| CURRENT SCHOOL SNAPSHOT | 3 |
| CURRENT BOARD OF TRUSTEES | 3 |
| CHARTER AUTHORIZATION PROFILE | 4 |
| PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW | 6 |
| FRAMEWORK | 6 |
| ESSENTIAL QUESTIONS AND STANDARDS | 6 |
| PART 3: REVIEW | 7 |
| ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS? | 7 |
| ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN? | 13 |
| ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE? | 19 |
| APPENDIX A : SCHOOL OVERVIEW | 21 |
| APPENDIX B : ACADEMIC PERFORMANCE | 23 |
| APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME | 24 |
| APPENDIX D : ADDITIONAL REGENTS PASS RATES | 26 |
| APPENDIX E : CHARTER SCHOOL GOALS | 28 |
| APPENDIX F : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS | 32 |
| APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA | 33 |
| APPENDIX H : SCHOOL VISIT NOTES | 34 |

For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Opportunity Charter School (OCS) is a secondary school serving grades 6-12, located in the Harlem neighborhood of Manhattan. The school is located in a NYC DOE-operated building in Community School District 3. The school is co-located with the STEM Institute of Manhattan and Success Academy Charter School - Harlem 4.¹

OCS is currently in its fourth charter term. The school operates under a collective bargaining agreement with the teachers union.

The school leadership team is comprised of the following individuals: Head of School Leonard Goldberg, who has been with OCS for 12 years; Assistant Head of School Emily Samuels, who has been with the school for 11 years; Middle School Principal Allison Mutzel, who has been with the school for 7 years and High School Principal Cedric Hall, who became principal in the current school year, replacing Asya Johnson, who had been with the school for 6 years. Additional leadership team members include: Jessica Marcu, Director of Education, who has been with OCS for 8 years; Jonathan Destine, Middle School Assistant Principal, who is in his first year with OCS; Sade McCaw, Middle School Assistant Principal, who has been with OCS for 8 years and teacher leaders Claudia Barrett, 6 years with OCS; and Ricky Koodie, 2 years with OCS.

SCHOOL HIGHLIGHTS

Opportunity Charter School serves a largely at-risk population of students, with as much as 62% of incoming 6th graders scoring at Level 1 on New York State ELA and Math assessments. The school also reports that over half of their students receive some sort of counseling.

OCS, through a partnership with the Children's Aid Society's Carrera Program provides health services to its students, including vision and mental health support, as well as college application assistance.

OCS Middle School has taken significant measures to reduce the number of students who are suspended, participating in a collaborative learning series with other schools on restorative practices and creating a plan to be implemented in the 2016-17 school year.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

| Opportunity Charter School | |
|---|--|
| DBN | 84M279 |
| School Leader(s) | Allison Mutzel (MS), Jonathan Destine (HS) |
| Head of School | Leonard Goldberg |
| Board Chair(s) | June Smith |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | 3 |
| Physical Address(es) | 240 West 113th Street, Manhattan, NY 10026 |
| Facility Owner(s) | DOE |
| Enrollment ² | 469 |
| Grades Served | 6-12 |

CURRENT BOARD OF TRUSTEES

| Board Member Name | Position | Committee(s) | Years on Board | Attendance ³ |
|--------------------|---------------|-----------------------|----------------|-------------------------|
| 1. June Smith | Chair | Career Dev., Academic | 6 | 5/5 |
| 2. Alice Cutler | Vice-Chair | Career Dev. | 10 | 4/5 |
| 3. Robert Zellner | Sec/Treasurer | Finance, Audit | 10 | 3/5 |
| 4. Phillip Pallone | Trustee | Finance, Audit | 8 | 4/5 |
| 5. Margaret Culver | Trustee | Academic | 6 | 1/5 |
| 6. Mark Alter | Trustee | Academic | 3 | 4/5 |
| 7. Maxcel Hardy | Trustee | Career Dev. | 2 | 3/5 |
| 8. Scott Brothers | Trustee | Career Dev. | 1 | 2/4 |
| 9. Eric London | Trustee | Academic | 1 | 3/4 |
| 10. Claire Boren | Trustee | Career Dev. | 1 | 1/4 |

² According to ATS data as of October 14, 2015.

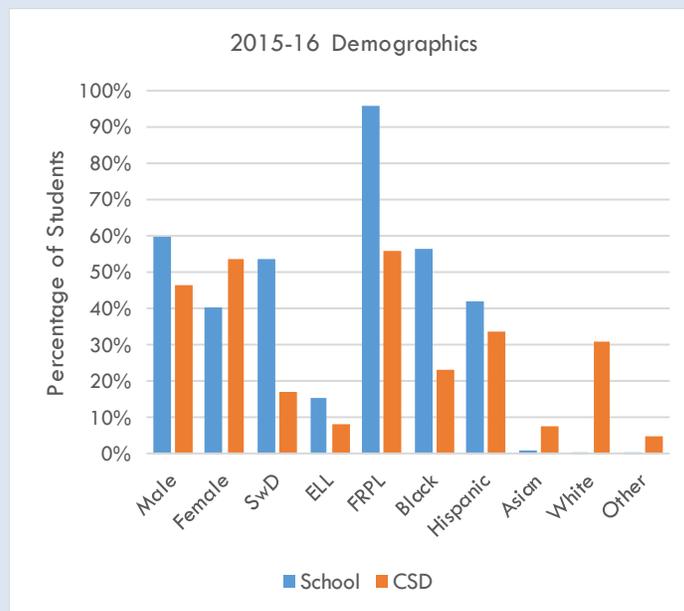
³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

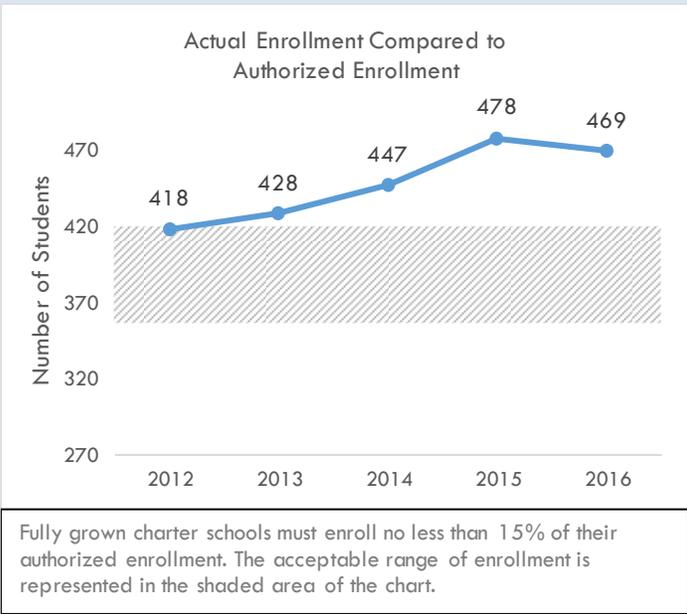
CHARTER AUTHORIZATION PROFILE

| Opportunity Charter School | |
|--------------------------------------|-----------|
| School Opened For Instruction | 2004-2005 |
| Date of First Renewal | 2008-2009 |
| Date of Second Renewal | 2009-2010 |
| Date of Third Renewal | 2011-2012 |
| Current Charter Term Expiration Date | 6/30/2017 |
| Current Authorized Grade Span | 6-12 |
| Current Authorized Enrollment | 420 |

Opportunity Charter School was renewed for a full five year term in the 2011-2012 academic year without conditions.

ENROLLMENT AND DEMOGRAPHICS





PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

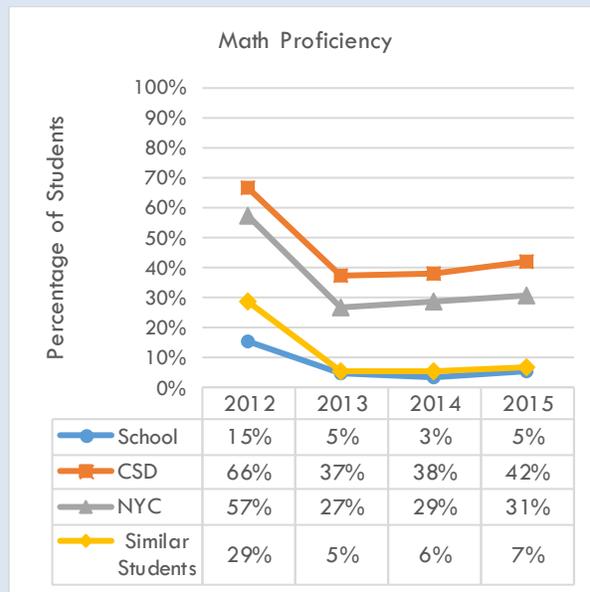
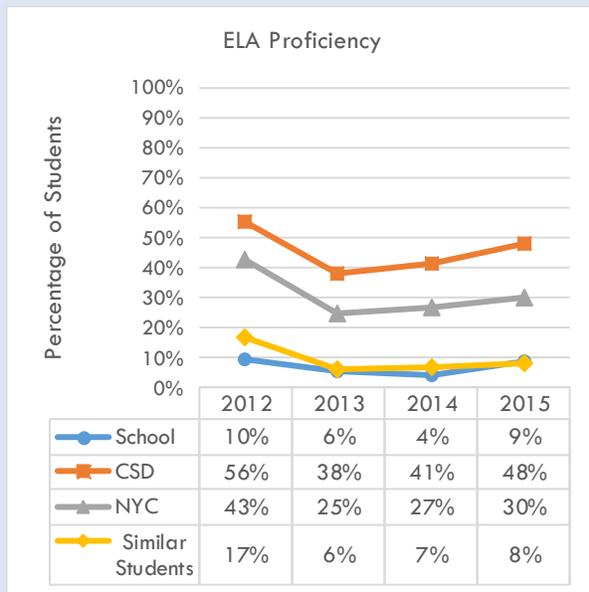
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

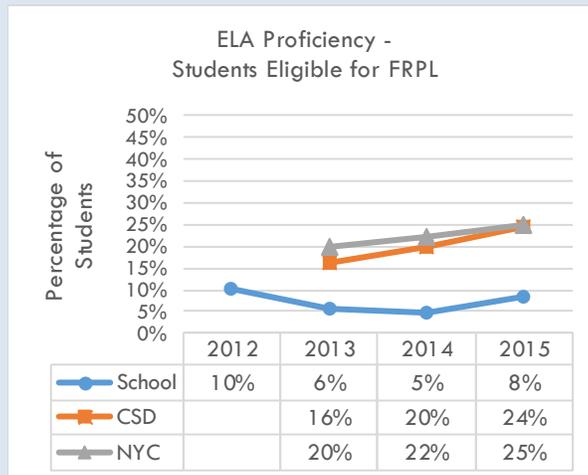
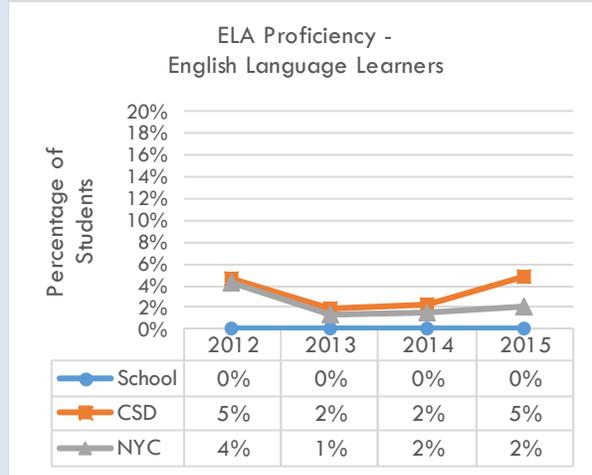
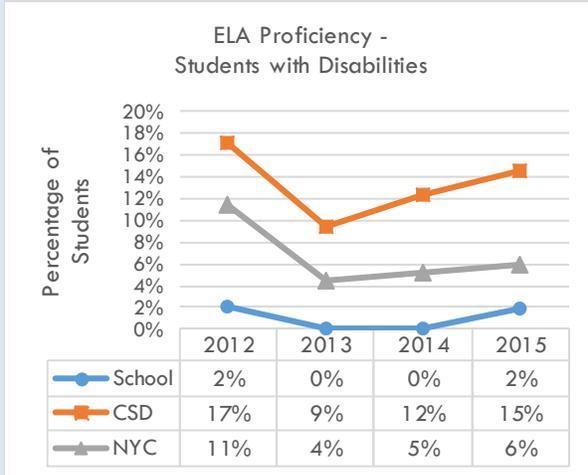


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

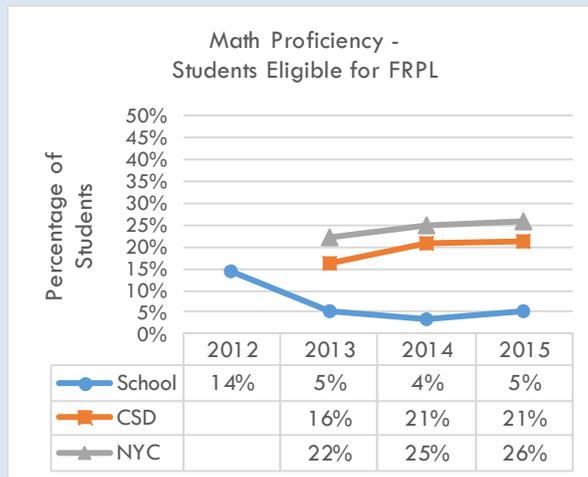
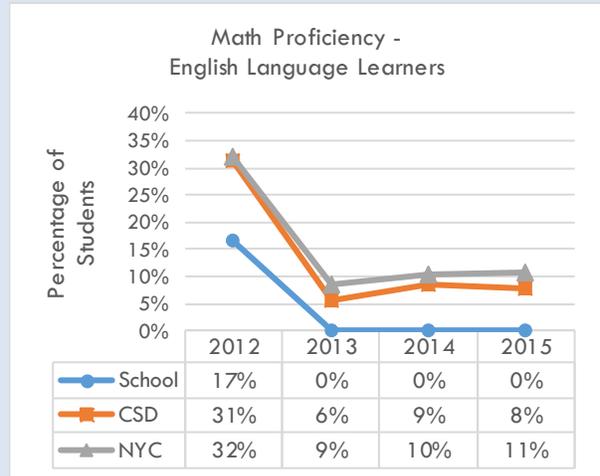
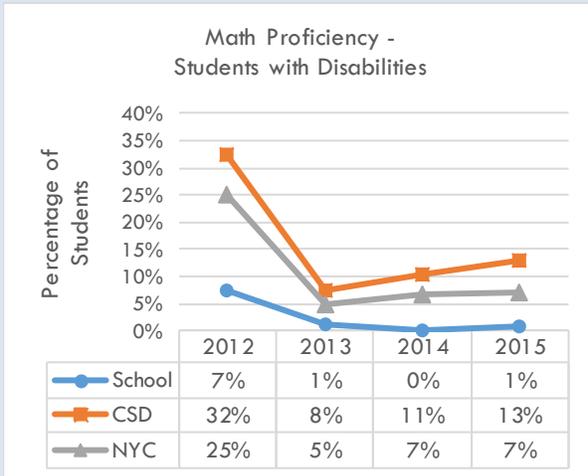
⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/ronlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS⁷



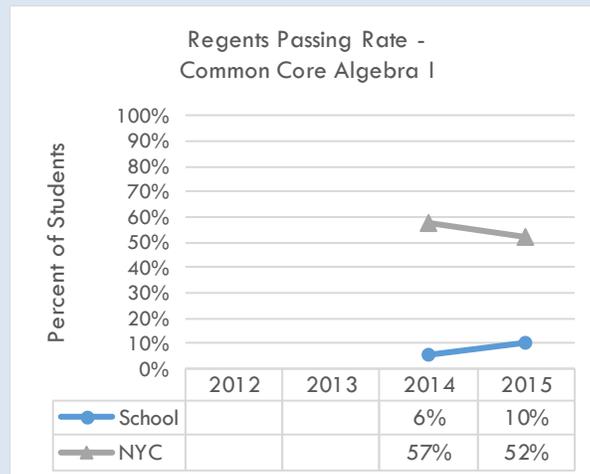
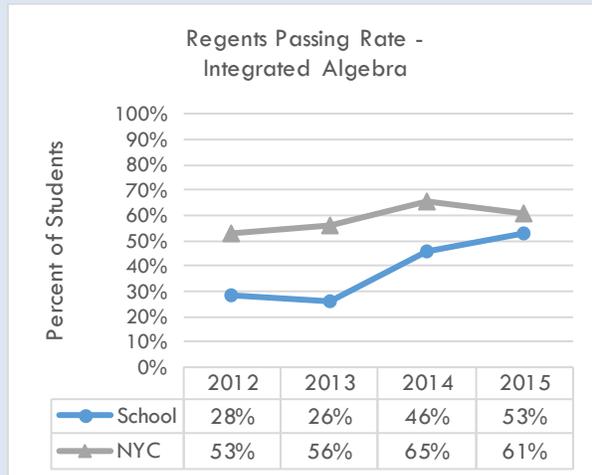
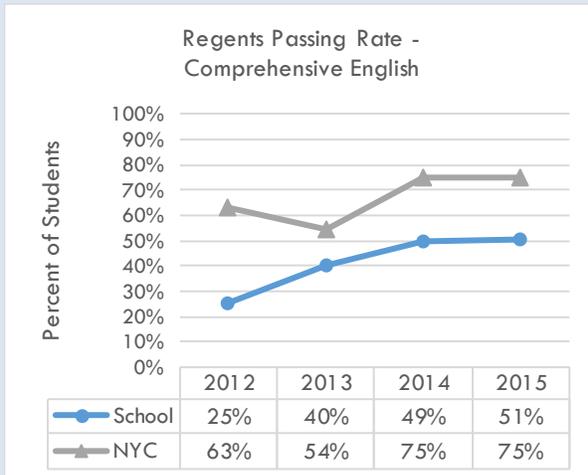
⁷ CSD and NYC performance rates for FRPL students were not provided prior to the 2012-13 school year.

CLOSING THE ACHIEVEMENT GAP – MATH⁸



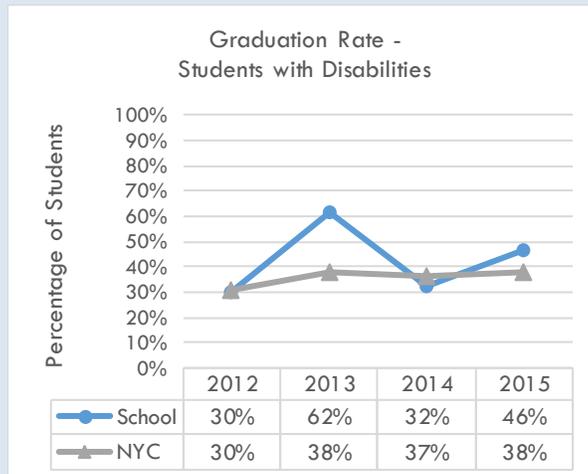
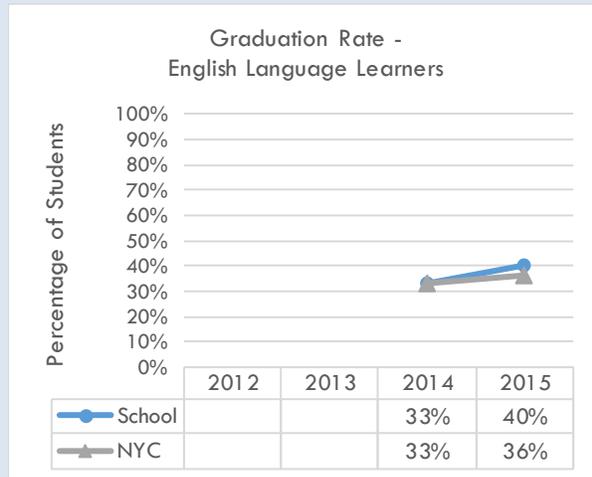
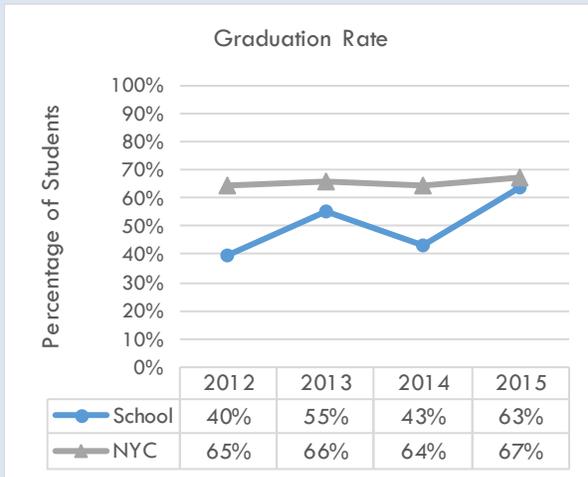
⁸ CSD and NYC performance rates for FRPL students were not provided prior to the 2012-13 school year.

REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁹



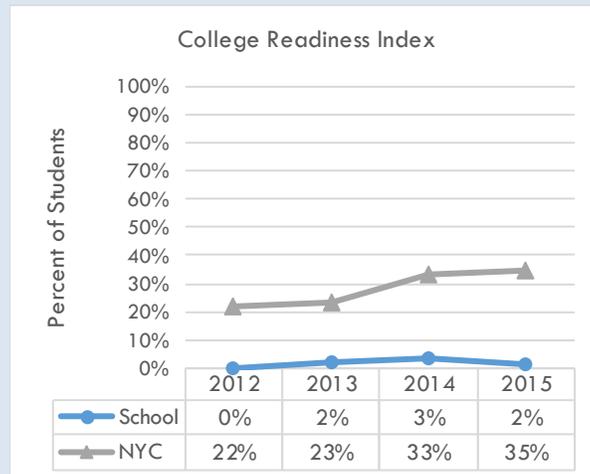
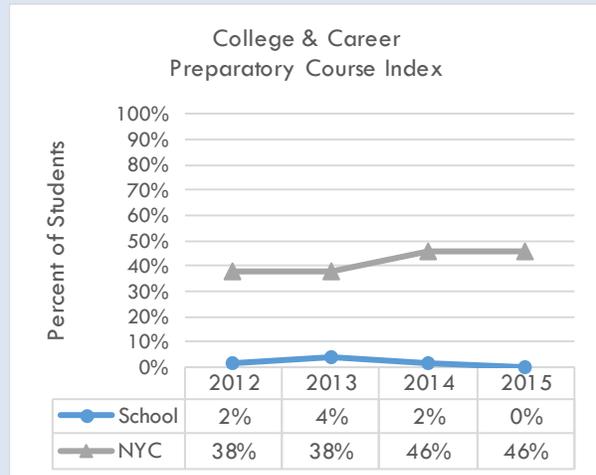
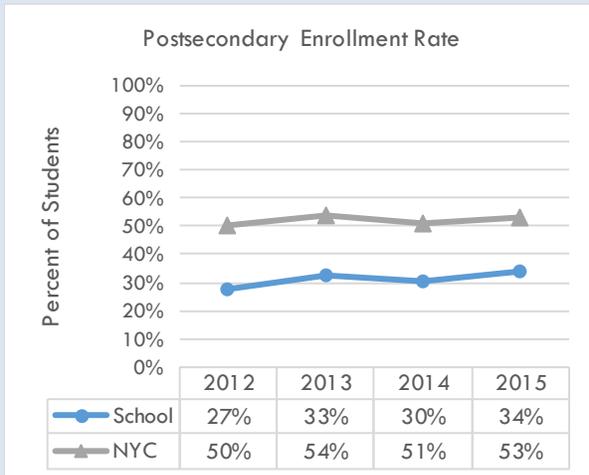
⁹ For additional Regents information, please see Appendix D. Due to data availability and changes to calculations, data for 2011-2012 and 2012-2013 is calculated by NYC DOE, and data for 2013-2014 and 2014-2015 is reported by NYSED. Changes in performance between 2012-2013 and 2013-14 as reflected in these graphs may be a reflection of the change in source and calculation.

CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE¹⁰



¹⁰ Due to data availability and changes to calculations, data for NYC for 2011-2012 and 2012-2013 is calculated by NYC DOE. All other and data for 2013-2014 and 2014-2015 is reported by NYSED. Changes in performance between 2012-2013 and 2013-14 as reflected in these graphs may be a reflection of the change in source and calculation. The school did not graduate sufficient numbers of English language learners in 2011-2012 and 2012-2013 to report on their data.

COLLEGE & CAREER READINESS



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

RIGOROUS STANDARDS-BASED CURRICULUM

Curriculum is developed by teachers, is common core aligned, and uses the Understanding by Design model. Standards are used to select complex texts, formulate tiered unit vocabulary, create performance tasks and exemplars, and create unit assessments. Each unit meets criteria for rigor, as judged by its attention to inquiry, questioning techniques, assessments, and performance tasks. The units also follow the instructional shifts of the common core and build on higher order thinking skills.

STUDENT-LED INSTRUCTION

Students follow the inquiry model of instruction in class. In middle school, teachers begin introducing class discussions that are led by students through Depth of Knowledge questioning techniques. When students get to high school they follow the gradual release of responsibility model.

EXCELLENT TEACHING

Teachers are knowledgeable about their students' instructional needs and ensure that students are performing at their highest potential. Teachers help to facilitate student learning by engaging students in rigorous and meaningful discussions about the content. Teachers submit weekly lesson plans early so that principals can review and offer feedback. After each observation, teachers are provided with targeted and specific feedback based on school's priority areas.

COLLEGE FOCUS

All students are told from the time they enter 6th grade that they can go to college. In middle school, students engage in career day and talk about college goals in a Finance Park class. In high school, students attend weekly advisory classes to help them prepare for college and receive individualized college counseling with the college counselor and career coordinator. In high school, students visit two and four year institutions in upstate NY. Students also explore CTE programs within NYC.

CITIZENSHIP

The school follows a Positive Behavior Intervention and Supports system named TORRCH. The acronym stands for the six expectations of the school: tolerance, organization, responsibility, respect, cooperation, and hard work. In middle school students are also grouped in team building houses to incorporate these expectations into community service. In high school students have advisory, which serves as a vehicle for developing students' character and assisting them with being productive citizens.

TEACHER TRAINING AND GROWTH

Teachers work in Professional Learning Communities (PLCs) to develop and strengthen their pedagogical skills. Teachers focus specifically on prioritizing school-wide initiatives, implementing strategies, and collecting and analyzing student work using specific protocols. PLCs read and share professional literature, watch instructional videos and conduct intervisitations. Learning teams create goals, monitor progress and plan for adjustments in their curriculum. Each team has a facilitator, who leads the team to success.

GOVERNANCE

The Board of Trustees consists of 10 members, which is consistent with the maximum of 15 members established in the Board's bylaws. The Board is scheduled to meet 10 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 1, 2016. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

SUPPORTIVE ENVIRONMENT

| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|--|--------------------------------------|--------------|
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | Compliant | |

OPERATIONAL STABILITY

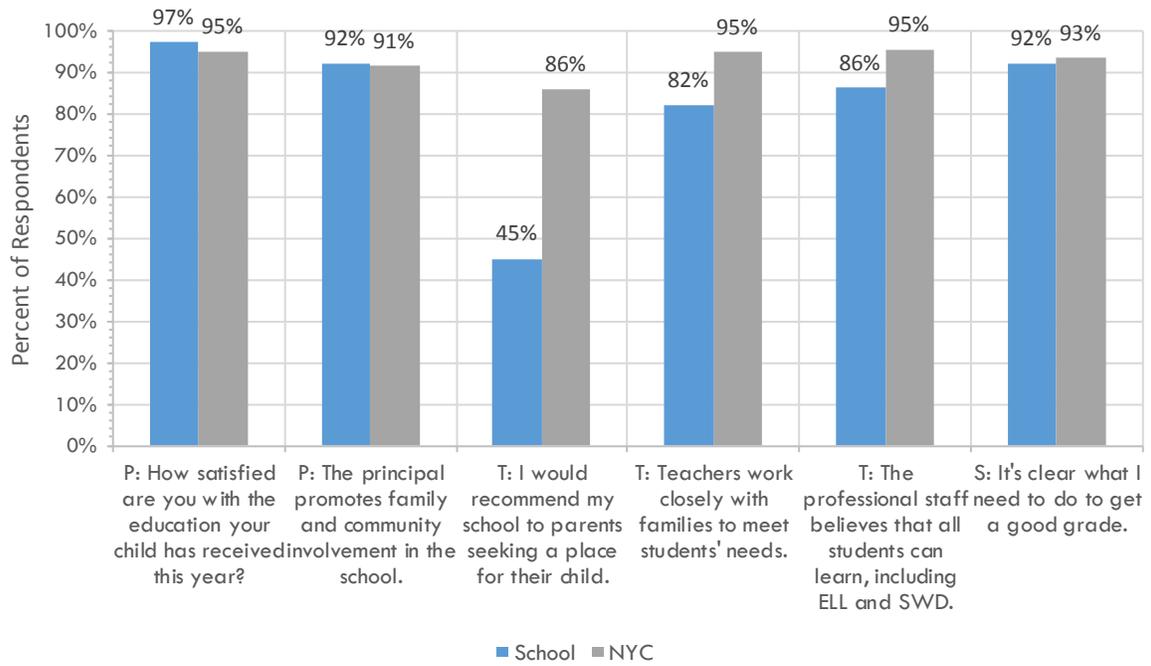
| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|---|--------------------------------------|--|
| School meets all DOE deadlines for annual reporting requirements | Not Compliant | OCS's ACR Data Collection form was submitted late. |
| School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey | Compliant | |
| School has a formal process for evaluating progress against charter school goals | Compliant | |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | Compliant | |
| Board meetings consistently meet quorum ¹¹ | Compliant | |

¹¹ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of board members plus one member present at a board meeting.

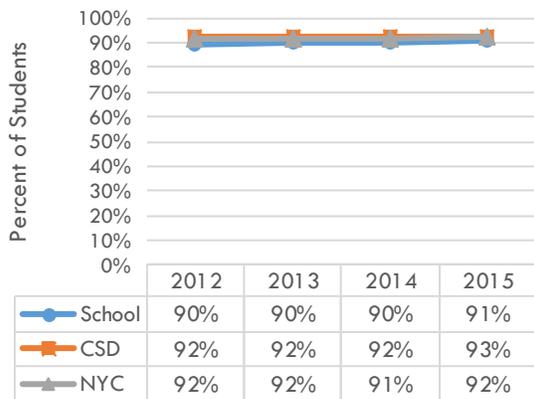
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|---|--------------------------------------|---|
| School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD | Compliant | |
| School has required facility documents (certificate of occupancy, certificate of insurance) | Compliant | |
| School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) | Compliant | |
| School is in compliance with employee fingerprinting requirements | Not Compliant | ACR Data Collection Form indicates that one teacher had not received fingerprint clearance at the time of the report, and seven teachers hired in 2015-16 started before clearance. |
| School has an appropriate safety plan | Compliant | |
| School is meeting Department of Health immunization requirements | Compliant | |
| School has submitted its Annual Report to NYSED and posted it online | Compliant | |
| School has followed all applicable lottery and enrollment regulations | Compliant | |

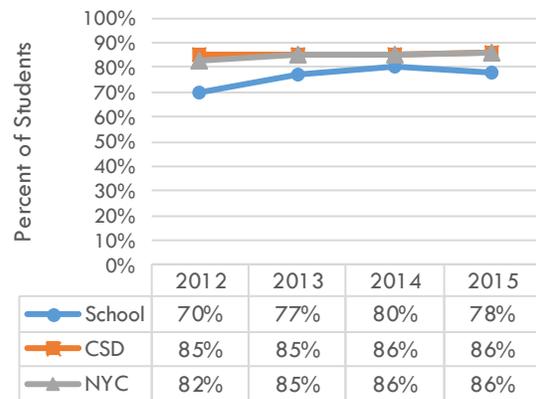
Percent Satisfaction on the NYC School Survey



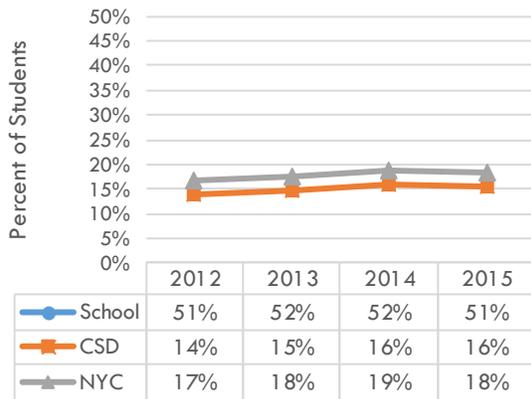
Attendance Rates



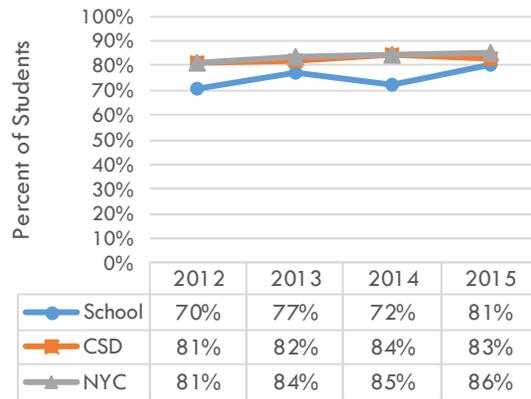
Retention Rates



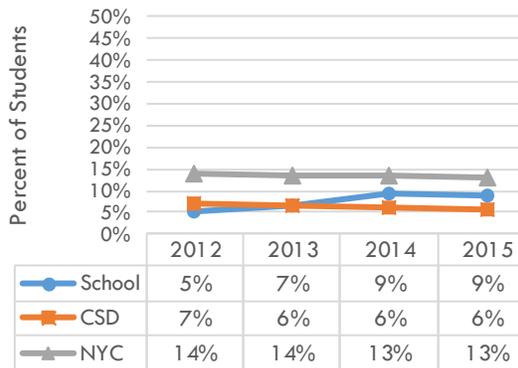
Enrollment Rates - Students with Disabilities



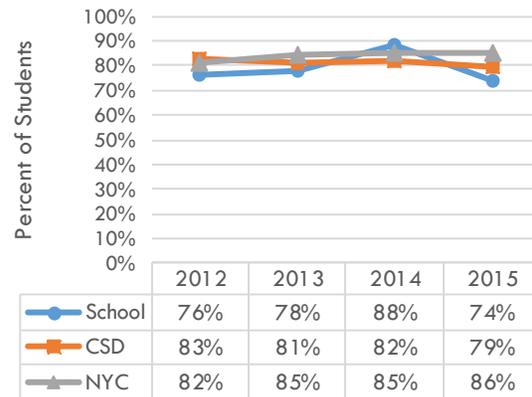
Retention Rates - Students with Disabilities



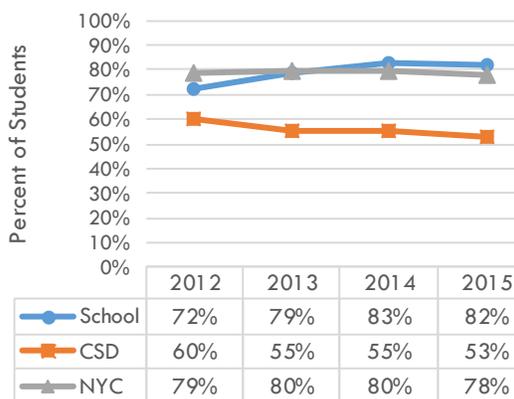
Enrollment Rates - English Language Learners



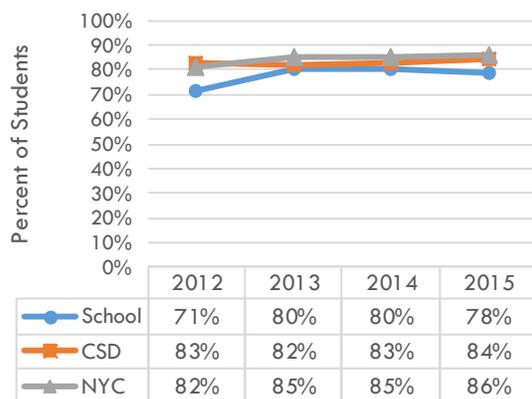
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Opportunity Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

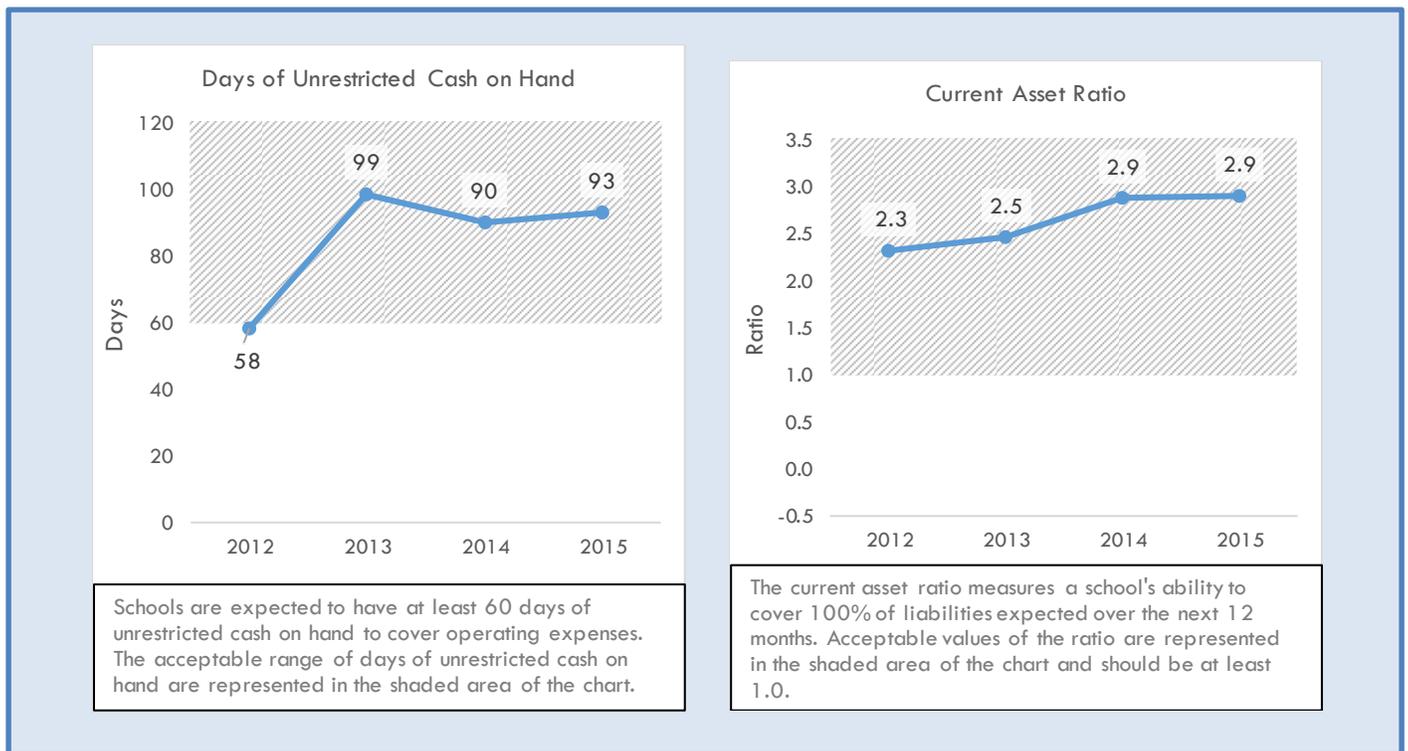
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

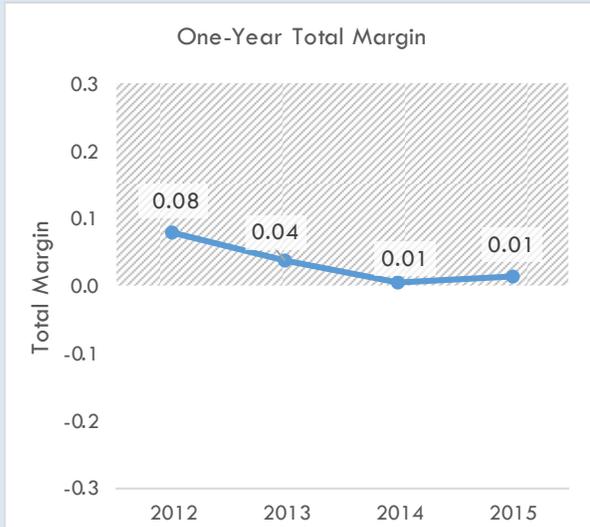
The school has \$75,767.36 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY¹²

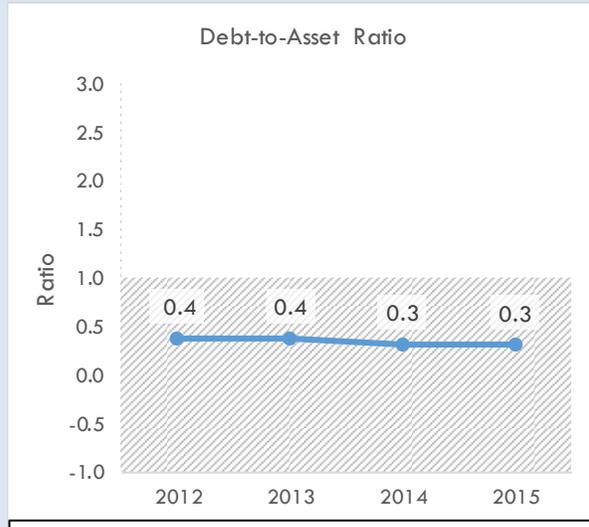


¹² Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

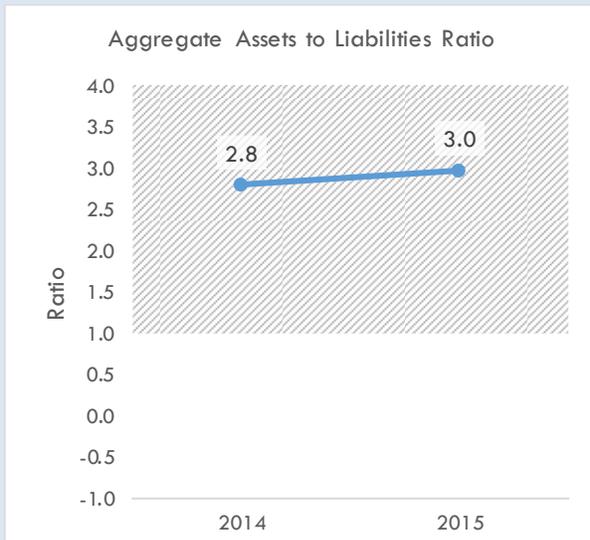
LONG-TERM FINANCIAL SUSTAINABILITY



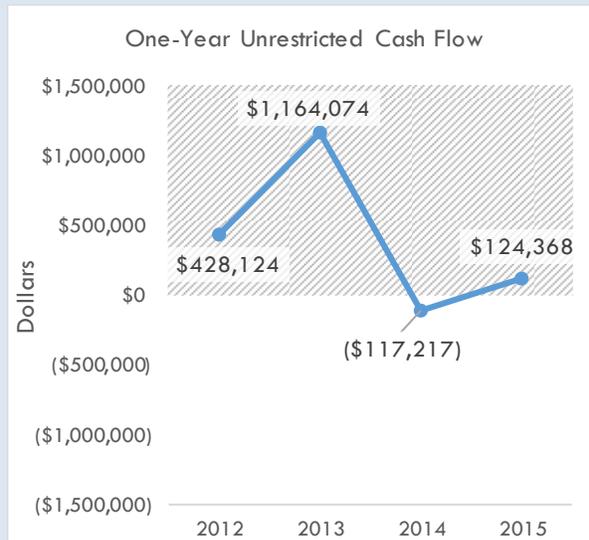
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

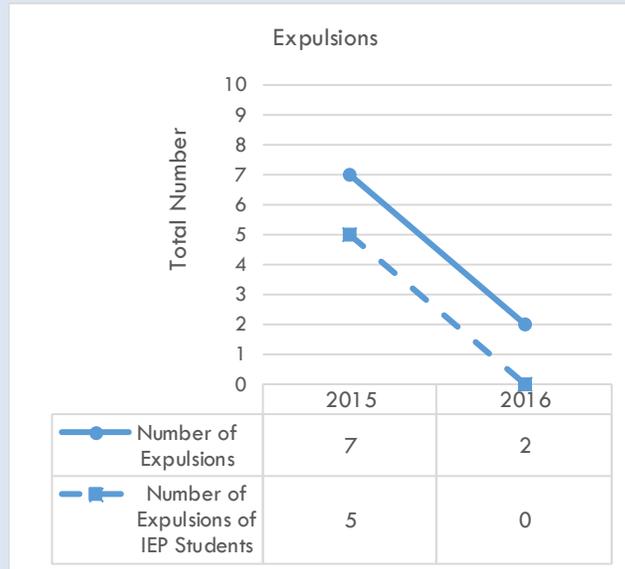
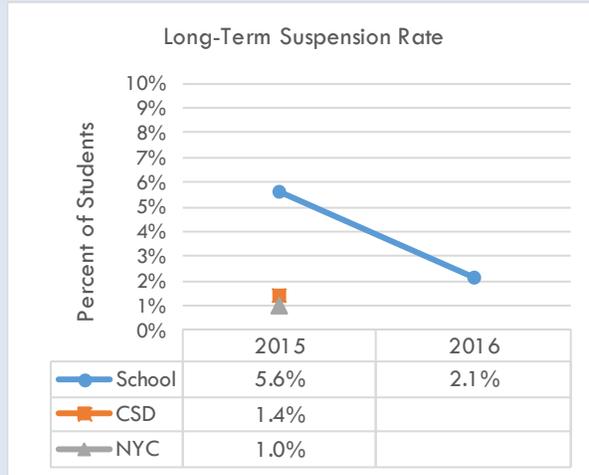
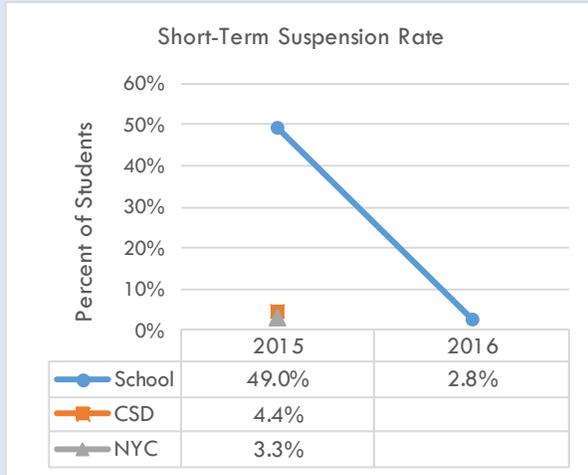
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

| | |
|---|--|
| Number of Instructional Days | 181 |
| Pre-Kindergarten Program | No |
| Afterschool Program and/or Other Activities | Yes |
| Summer Academic Program | Yes |
| Saturday Instruction | No |
| Sections per Grade | Grade 6 – Grade 12: 4 sections per grade |
| Primary Entry Grade(s) | 6-12 |
| Additional Grade(s) for which Student Applications are Accepted | N/A |
| Does School Enroll New Students Mid-Year? | Yes |
| Number of Applicants for Admission (School Year 2015-16) | 2336 |
| Number of Students Accepted via the Lottery (School Year 2015-16) | 85 (Grade 6), 7 (Grade 8), 25 (Grade 9), 9 (Grade 10), 9 (Grade 11), 11 (Grade 12) |
| <i>Lottery Preferences</i> | |
| Attends a Failing School | No |
| Does Not Speak English at Home | No |
| Receives SNAP or TANF Benefits | No |
| Eligible for Free or Reduced-Price Lunch | No |
| Has IEP and/or Receives Special Education Services | Yes |
| Homeless or Living in Shelter or Temporary Residence | No |
| Lives in New York City Housing Authority Housing | No |
| Unaccompanied Youth | No |

SUSPENSION AND EXPULSION RATES¹³



¹³ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Opportunity Charter School | | | | |
| Grade 6 | 15% | 7% | 5% | 7% |
| Grade 7 | 9% | 3% | 5% | 4% |
| Grade 8 | 5% | 8% | 4% | 16% |
| DIFFERENCE FROM CSD | | | | |
| Grade 6 | -43% | -28% | -37% | -42% |
| Grade 7 | -46% | -37% | -37% | -43% |
| Grade 8 | -48% | -31% | -38% | -31% |

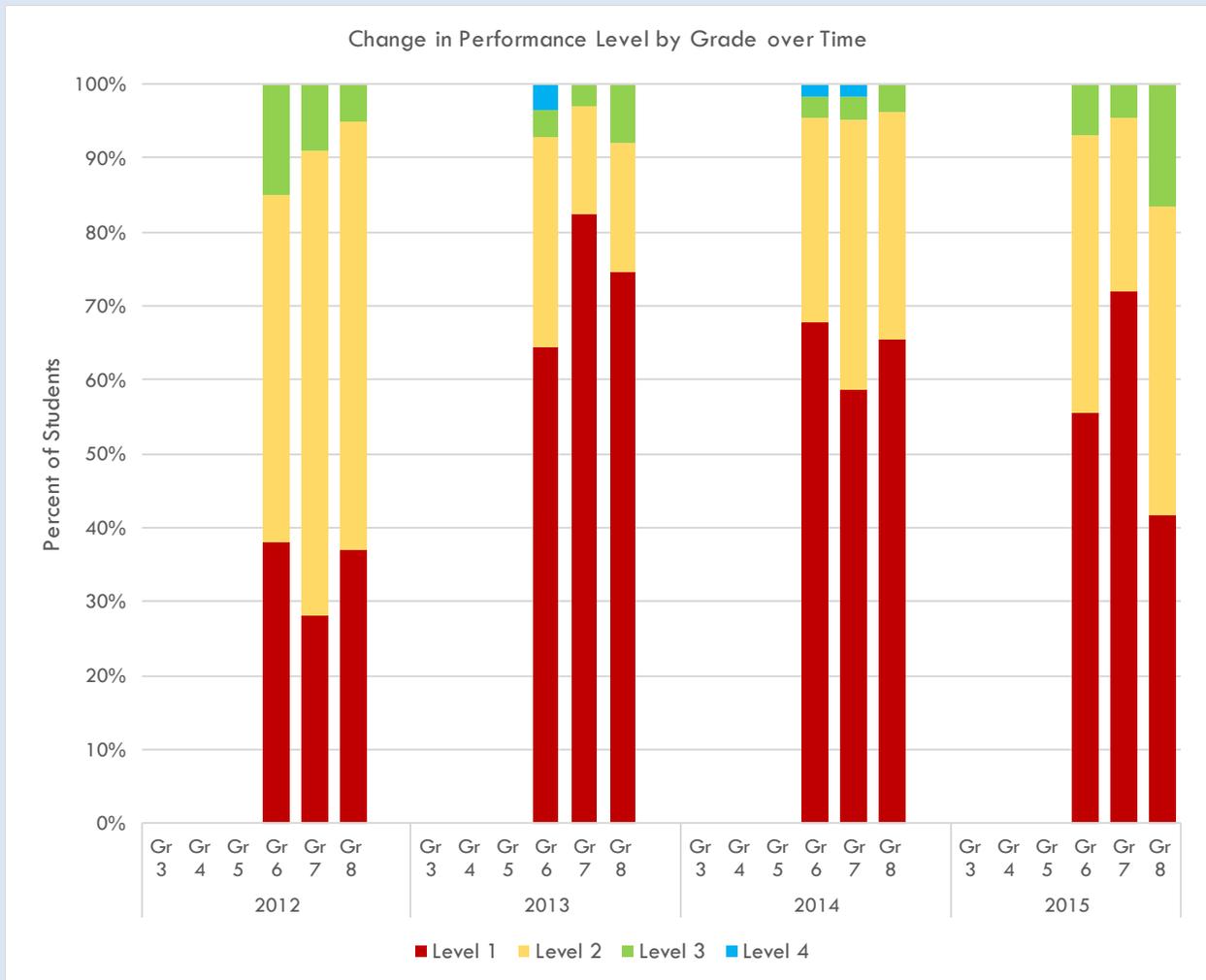
GRADE-LEVEL PROFICIENCY IN MATH

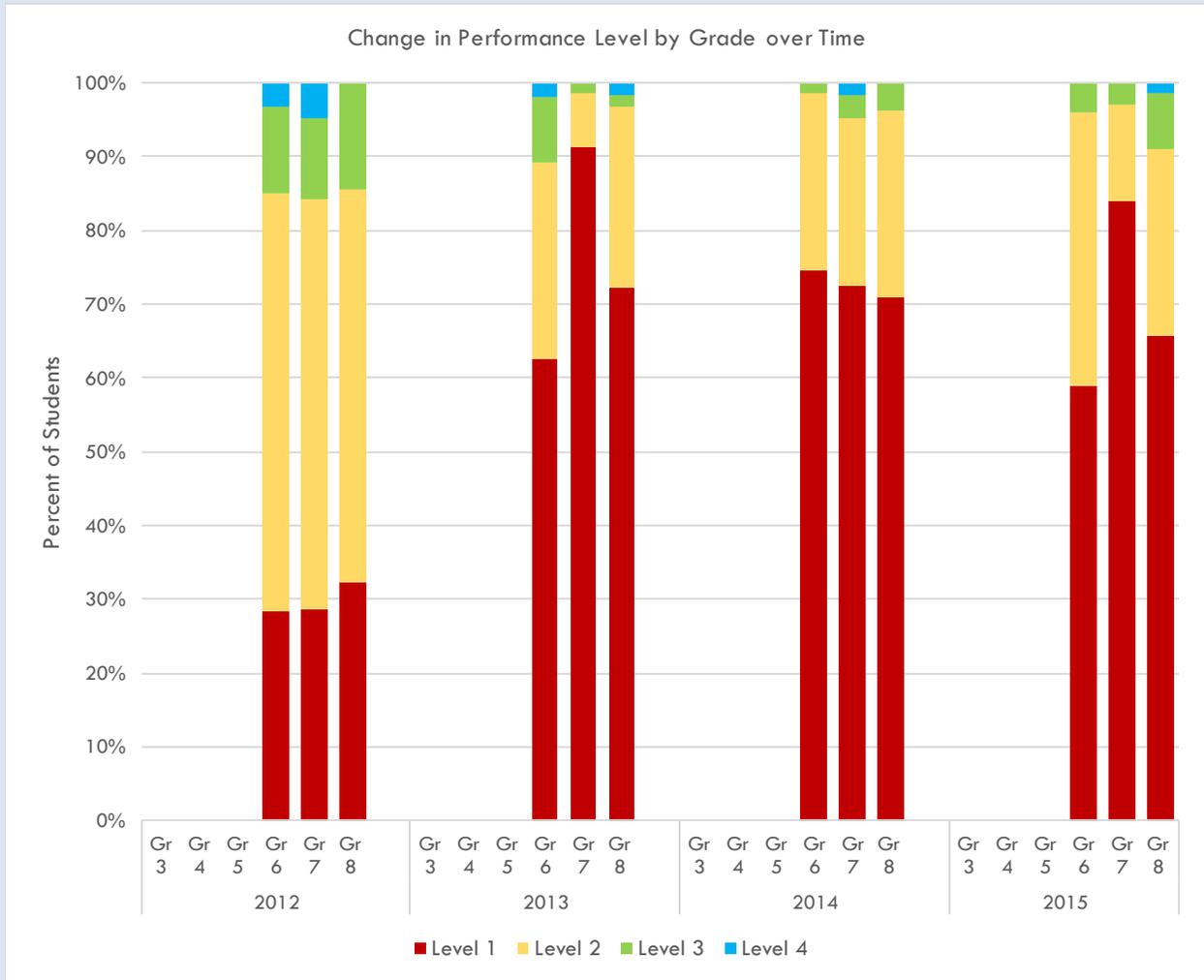
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Opportunity Charter School | | | | |
| Grade 6 | 15% | 11% | 1% | 4% |
| Grade 7 | 16% | 1% | 5% | 3% |
| Grade 8 | 15% | 3% | 4% | 9% |
| DIFFERENCE FROM CSD | | | | |
| Grade 6 | -54% | -29% | -45% | -49% |
| Grade 7 | -54% | -35% | -38% | -44% |
| Grade 8 | -46% | -32% | -12% | -5% |

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

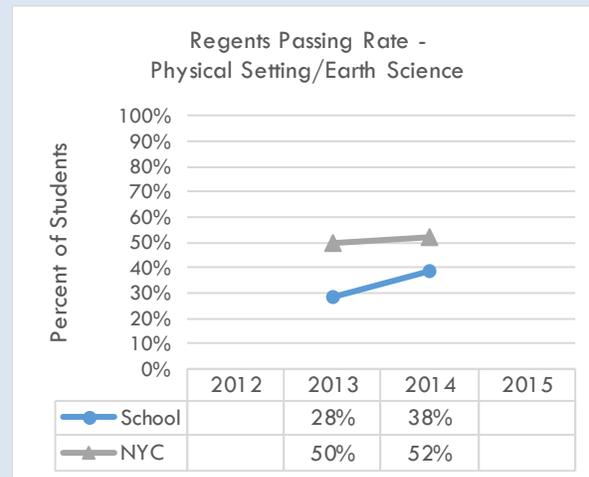
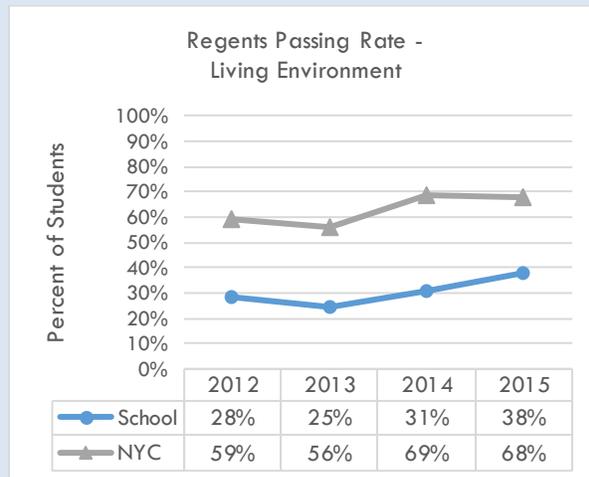
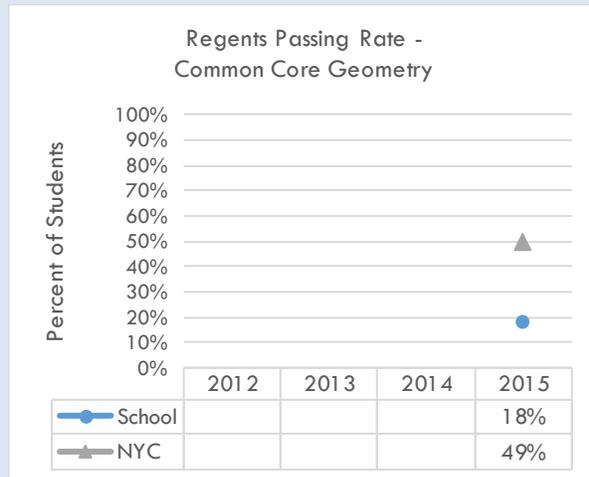
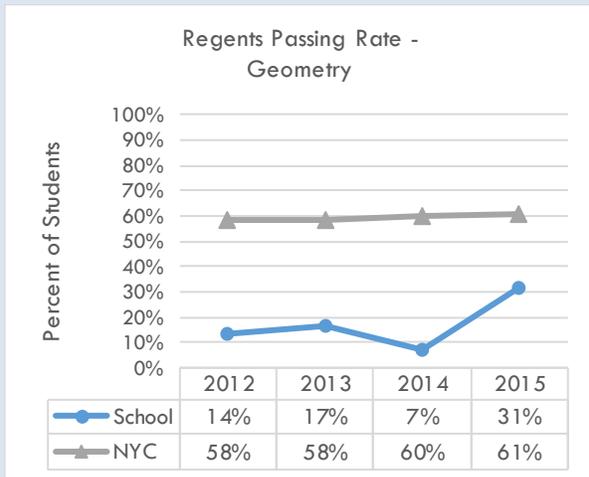
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS



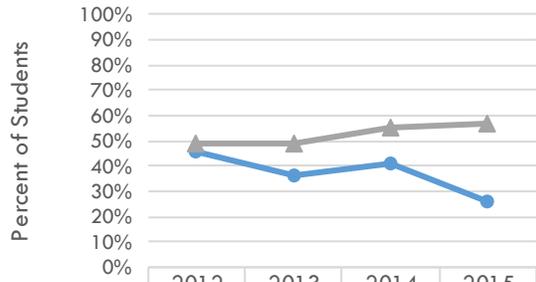


APPENDIX D: ADDITIONAL REGENTS PASS RATES¹⁴



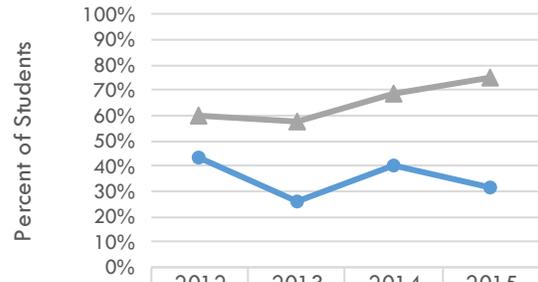
¹⁴ Due to data availability and changes to calculations, data for 2011-2012 and 2012-2013 is calculated by NYC DOE, and data for 2013-2014 and 2014-2015 is reported by NYSED. Changes in performance between 2012-2013 and 2013-14 as reflected in these graphs may be a reflection of the change in source and calculation.

Regents Passing Rate -
Global History



| | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|
| School | 46% | 36% | 41% | 26% |
| NYC | 49% | 49% | 55% | 57% |

Regents Passing Rate -
U.S. History & Government



| | 2012 | 2013 | 2014 | 2015 |
|--------|------|------|------|------|
| School | 44% | 26% | 40% | 32% |
| NYC | 60% | 57% | 69% | 75% |

APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁵, the school achieved/met its goals as follows:

- Academic Goals: ¹⁶
 - 6 of 11 applicable academic charter goals in its most recent year
- Operational Goals:
 - 1 of 1 applicable operational charter goals in its most recent year
- Financial Goals:
 - 0 of 0 applicable financial charter goals in its most recent year

| Charter Goals | | 2014-15 |
|----------------|--|---|
| Academic Goals | Middle School (MS): The school will be deemed “In Good Standing” on NY State Reporting metrics. | Not Met |
| | MS: OCS will score a B or higher on the Student Progress portion of the NYCDOE Progress Report. | Not Applicable: This Progress Report Measure was replaced in 2013-14. |
| | MS: OCS will score a B or higher on the NYCDOE Progress Report | Not Applicable: This Progress Report Measure was replaced in 2013-14. |
| | MS: On the NYS ELA exam, OCS will score at 72% or above on the Median Adjusted Growth Percentile as compared to the Peer Range. | Report Not Yet Available |
| | MS: On the NYS Math exam, OCS will score at 67% or above on the Median Adjusted Growth Percentile as compared to the Peer Range. | Report Not Yet Available |

¹⁵ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹⁶ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

| | |
|---|---|
| High School (HS): The school will be deemed “In Good Standing” on NY State Reporting metrics. | Not Met |
| HS: 45% of students in each four year graduation cohort who scored a level 1 on 8th grade ELA exam will have scored at least 65 on the English Regents by the end of their 4th year. | Not Met 32 percent of OCS students who scored a level 1 on the 8th grade ELA exam scored a 65+ on the English Regents by the end of their fourth year. |
| HS: 75% of students who scored above a level 2 on the 8th grade NYS ELA exam will have scored at least a 65 on the English Regents by the end of their 4th year. | Met 100 percent of OCS students who scored a level 2 on the 8th grade ELA exam scored a 65+ on the English Regents by the end of their fourth year. |
| HS: 55% of students who scored above a level 2 on the 8th grade NYS ELA exam will have scored at least a 75 on the English Regents by the end of their 4th year. | Met 75 percent of OCS students who scored a level 2 on the 8th grade ELA exam scored a 75+ on the English Regents by the end of their fourth year. |
| HS: 45% of students in each for year graduation cohort who scored a level 1 on the 8th grade NYS Math exam will have scored at least a 65 on a Math Regents by the end of their 4th year. | Not Met 21 percent of OCS students who scored a level 2 on the 8th grade Math exam scored a 65+ on a Math Regents by the end of their fourth year. |
| HS: 75% of students who scored above a level 2 on the 8th grade NYS Math exam will have scored at least a 65 on a Math Regents by the end of their 4th year. | Met 100 percent of OCS students who scored a level 2 on the 8th grade Math exam scored a 65+ on a Math Regents by the end of their fourth year. |
| HS: 60% of students who scored above a level 2 on the 8th grade NYS Math exam will have scored at least an 80 on a Math Regents by the end of their 4th year. | Not Met 27 percent of OCS students who scored above a level 2 on the 8th grade NYS Math exam scored an 80+ on a Math Regents by the end of their 4th year. |
| HS: 75% of students enrolled in grades 9-11 will accumulate at least 10 credits towards graduation | Goal Met 75% of students enrolled in grades 9-11 accumulated at least 10 credits. |

| | | |
|-------------------|---|--|
| | HS: 45% of students will enroll in a two- or four-year college or university as calculated by the NYCDOE progress report. | Measure Not Yet Available |
| | HS: Annually, at least 65% of each cohort will graduate after four years. | Met As of August 1, 66 percent of OCS students graduated after four years in the cohort. This number may increase pending August results. |
| | HS: Annually, at least 72% of each cohort will graduate after six years. | Met As of August 1, 73 percent of OCS students graduated after six years in the cohort. This number may increase pending August results. |
| | HS: OCS will score 9% or higher on the College Readiness Index. | Report Not Yet Released |
| Operational Goals | Each year, parents will express satisfaction with Opportunity Charter School's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for parent participation in the survey is 75%. | Not Applicable: Survey format has changed. |
| | Each year, teacher's will express satisfaction with Opportunity Charter School's leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for staff participation in the survey is 85%. | Not Applicable: Survey format has changed. |
| | Each year, Opportunity Charter School will retain at least 70% of staff. | Met 70% Staff Retention |
| | Each year, students will express satisfaction with Opportunity Charter School's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for student participation in the survey is 90%. | Not Applicable Survey format has changed. |

| | | |
|------------------------|--|---|
| | <p>Each year, teachers will express that order and discipline are established at Opportunity Charter School, based on the NYCDOE Learning Environment Survey in which 80% or above of teachers will agree or strongly agree that "Order and Discipline are maintained at my school."</p> | <p>Not Applicable: Survey format has changed.</p> |
| <p>Financial Goals</p> | <p><i>The school did not submit progress against financial goals.</i></p> | |

APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- The school ensures all promotional materials and opportunities to speak to OCS staff take place in English and Spanish. This allows Spanish speaking families to understand and feel included in the school community.

STUDENTS WITH DISABILITIES (SWD)

- Promotional materials include information about the school's Special Education offerings. In addition, all letters that go out to families and other NYC school officials directly state that the school recruits students with general education and special education services.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- No efforts described.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 18, 2016, met with the leadership team, and observed 17 classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of social studies infused in the ELA middle school curriculum: The team saw evidence of this.
- Evidence of teachers facilitating discussion, including use of the Socratic method in the high school: The team saw little evidence of this.
- Evidence of co-teaching, mostly in the team teaching model: The team saw evidence of team teaching, though mostly in a lead and assist model.
- Evidence of differentiation through resources, support given to struggling students, use of computer programs, modified rubrics, and strategic groupings: The team saw mixed evidence of these methods of differentiation, mostly in support given to students in the form of basic clues and conferencing.
- Evidence of clear instructional goals: The team saw mixed evidence of this.