



Charter School Renewal Report
Charter Schools Accountability and Support
2012-2013

**BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL
RENEWAL REPORT**

2012-13 SCHOOL YEAR

Part 1: Executive Summary

School Overview and History:

The Bronx Global Learning Institute for Girls (BGLIG) Charter School is an elementary school in its first charter term, serving approximately 300 students from kindergarten through fifth grade in the 2012-2013 school year.¹ The school opened in 2008 with grades K-1. The school has expanded to its full grade span (K-5) under the terms of the current charter, which expires February 11, 2013.² The school is currently housed in a Department of Education (DOE) facility in District 7, and is co-located with P.S. 156.³

The student body includes 85% Free and Reduced Lunch students, compared to 86% in the district; 8.6% special education students, compared to 20.4% in the district; and 10.6% English language learners (ELL), compared to 18.1% in the district.⁴ The average attendance rate for the school year 2011-2012 to date was 95%.⁵ The school scored Average on the Academic Expectations, Communication, Engagement, and Safety & Respect sections of the NYC DOE School Survey in 2011-2012; 78% of the school's parents responded to the survey, and 82% of the school's teachers.⁶

Bronx Global Learning Institute for Girls Charter School is partnered with Victory Education Partners, an education management organization (EMO). The EMO provides academic support and evaluation, back office support, teacher development in the form of coaching, curriculum assessment and student assessment data gathering, among other financial supportive services. Working with and through the network, BGLIG manages student information via the DOE's Automate the Schools (ATS) and invoices through DOE. The annual budget is created by the Board of Trustees of the school. BGLIG is solely responsible for complying with all requirements of grants for the School, the School's governing charter, and all applicable laws.

Below are the school's 2012 Progress Report grade and overall assessment results and demographic data for the school and CSD.

	2011-12 PR overall grade	2012 ELA, 3+%	2012 Math, 3+%	FRL %	SWD %	ELL %
School ⁷	A	59.8	80.4	85.3	8.6	10.6
CSD 7 ⁸		28.2	39.8	86.2	20.4	18.1

¹ Self-reported by school on Annual Site Visit Data Collection Form dated 2/27/2012

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ School demographics from ATS 11/20/12. District data from ATS 11/26/12.

⁵ Self-reported by school on Annual Site Visit Data Collection Form dated 2/27/2012

⁶ NYC DOE School Survey – <http://schools.nyc.gov/survey>

⁷ Proficiency rates from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

Demographics from ATS 11/20/12.

⁸ CSD ELA and Math data from NYC DOE website and measures average performance of common grades only.

Demographics from ATS 11/26/12 data pull.

Renewal Recommendation:

In order for a charter school to be renewed it must demonstrate that it has earned renewal and is worthy of continuing the privilege of educating New York City students. While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are important factors that inform a renewal decision.

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Full-Term Renewal** of the charter for Bronx Global Learning Institute for Girls Charter School.

Part 2: Renewal Decision and Findings

Renewal Framework:

The New York State Charter Schools Act ("the Act") states the following regarding the renewal of a school's charter:

§2851.4: Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

(b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the Board of Regents.

(c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.

(d) Indications of parent and student satisfaction. Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter

school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

The Charter Schools Accountability and Support (CSAS) team may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

Full-Term Renewal

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Renewal with Conditions

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

Short-Term Renewal

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In very limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal if the school's most recent year results are good (for example, an A or B on the NYC DOE Progress Report) while the previous year's results may have been poor (D or F).

Non-Renewal

Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

NYC DOE CSAS Renewal Recommendation:

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New

York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Full-Term Renewal** of the charter for BGLIG for reasons that include the following:

1. The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement (Education Law Section 2850(2)(a)).

BGLIG has demonstrated student progress and achievement for the following reasons:

- i. Achieving an overall A grade on the 2011-12 Progress Report, including an A in the Progress and Performance sections.⁹
- ii. 80% of students scoring at/above L3 on NYS Math exam in 2011-12.¹⁰
- iii. Continuing ELA improvement by increasing the proficiency rate by 20 percentage points from 2011 to 2012.¹¹
- iv. In 2011-12, the school outperformed its district by a wide margin, by roughly 30 percentage points in ELA and 40 in Math. The school also outperformed the district in 2011.

2. In accordance with Education Law Section 2852(2)(b), a charter applicant must demonstrate the ability to operate the school in a educationally and fiscally sound manner.

BGLIG has proven to be an effective and viable organization:

- i. The school is fiscally strong. The school ended with a positive net income and their current assets were greater than their current liabilities at the end of fiscal year 2012.
- ii. The school fosters a safe educational environment that encourages and supports student learning.
- iii. There is demonstrated parent engagement at the school, with an active Parent Teacher Organization, whose president has a seat on the school's Board of Trustees. Parent volunteers were present in classrooms during the days of the visit.

3. In accordance with Education Law Section 2853(1)(f), the board of trustees of the charter school shall have final authority for policy and operational decisions of the school.

The board of BGLIG has proven to be effective for the following reasons:

- i. The board has maintained stability through continuity in membership that stays committed to the school's success. All members present at the observed board meeting have been on the board since the founding of the school.
- ii. The school utilizes differentiated and small group instruction, along with curriculum aligned to the Common Core Learning Standards.
- iii. The school employs an assessment system and data-tracking tools to monitor student performance and identify needed interventions.

⁹ 2011-12 Progress Report.

¹⁰ 2011-12 Progress Report.

¹¹ 2010-11 and 11-12 Progress Report.

- iv. The school has developed both informal and formal evaluations to provide continuous feedback to the teachers.
4. In accordance with Education Law Section 2855(1)(b) and Education Law Section 2855(1)(c), a charter may be terminated or revoked in the event of serious violations of law, and/or material and substantial violations of the charter.
- BGLIG has been in compliance with its charter and applicable laws and regulations.
5. As defined by Part 4 of the NYC DOE CSAS Accountability Framework, a school is to be assessed on its plan for its next charter term.

BGLIG has demonstrated viable plans for its next term for the following reasons:

- i. Expanding the school to service the middle school grades, 6-8, in order to continue to serve its students and community with a continuation of the school's single-sex, dual language learning environment into the middle school years. The school will implement standards-based curriculum, including Comprehensive Literacy, Core Knowledge, Problem-solving Mathematics, and Inquiry-Oriented Science in the expanded grades. A separate Middle School Principal will be hired to focus solely on the growth of grades 6-8. In order to staff the middle school grades, the school will add one grade per year until they are K-8, with four classroom teachers per grade. They will also hire additional instructional staff including a Guidance Counselor, Intervention/Enrichment Teacher, Title I Teacher, Special Educator and English as a Second Language (ESL) Specialist, specifically for the middle school grades.
- ii. Revising the 50/50 Spanish/English dual language model to further support students who need to increase performance on the New York State English Language Arts and Math exams. The school will provide scheduled opportunities for students to receive remediation or enrichment in core coursework until they have reached 100% proficiency on the ELA and Math exams. After the intervention period, the students will receive the 50/50 model.

Part 3: Charter School Goals

Please note that information in this section is provided by the school, and may vary from data reported by the NYC DOE because, among other reasons, the NYC DOE reports on all students, while certain school goals may only apply to students falling under a given criteria. All data errors, discrepancies, or omissions in this section are not the responsibility of the NYC DOE.

BGLIG – CHARTER GOALS					
Goals		2008-09	2009-10	2010-11	2011-12
Absolute – 75% of 3 rd -5 th graders will perform at or above level 3 on the NYS ELA exam	Result	N/A	N/A	40%	59.1%
	Met: Y/N			No	No
	Explanation of Result	School did not serve 3 rd -5 th grade students	School did not serve 3 rd -5 th grade students	In 2009, the state revised the manner in which it scored the assessment exams by raising the range of scores for students to test at level 3 or 4. For more information please see page 1 of the renewal application.	While BGLIG did not achieve the state 75% goal, it did vastly improve over its previous years results. For a more detailed explanation of the results, please see page 1 of the renewal application.
Absolute – 75% of 3 rd -5 th graders will perform at or above level 3 on the NYS math exam	Result	N/A	N/A	59%	80.4%
	Met: Y/N			No	Yes
	Explanation of Result	School did not serve 3 rd -5 th grade students	School did not serve 3 rd -5 th grade students	In 2009, the state revised the manner in which it scored the assessment exams by raising the range of scores for students to test at level 3 or 4. For more information please see page 1 of the renewal application.	Over 75% of the students taking the NYS math assessment exam scored at level 3 or above.
Value Added - grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level	Result	N/A	N/A	N/A	19.5 percentage point increase
	Met: Y/N			No	Yes

3 on the current year's State ELA exam	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	School did not have two years of scores	The school improved 19.2 percentage points, higher than the 17.5 percentage point improvement necessary to close the gap by one-half
Value Added - grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State math exam and 75 percent at or above Level 3 on the current year's State math exam	Result	N/A	N/A	N/A	31.4 percentage point increase
	Met: Y/N			No	Yes
	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	School did not have two years of scores	The school improved 31.4 percentage points, higher than the 8 percentage point improvement necessary to close the gap by one-half
Comparative - the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar (40) schools	Result	N/A	N/A	27/40	10/40
	Met: Y/N			No	Yes
	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	The school underperformed in its first year of state testing.	The school drastically improved its state test score, resulting in the school placing in the top quartile of all similar schools
Comparative - the percent of students performing at or above Level 3 on the State math exam in each tested grade will place the school in the top quartile of all similar (40) schools	Result	N/A	N/A	13/40	8/40
	Met: Y/N			No	Yes
	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	The school underperformed in its first year of state testing.	The school drastically improved its state test score, resulting in the school placing in the top quartile of all similar schools

75 percent of 4th graders will perform at or above Level 3 on the New York State Science examination.	Result	N/A	N/A	N/A	96%
	Met: Y/N				Yes
	Explanation of Result	School did not serve 4 th grade students	School did not serve 4 th grade students	School did not serve 4 th grade students.	45 of the 47 students who took the Science assessment exam scored at level 3 or above
BGLIG will make adequate yearly progress (AYP) in accordance with No Child Left Behind's (NCLB) accountability system	Result	N/A	N/A	Achieved AYP	Achieved AYP
	Met: Y/N			Yes	Yes
	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	The school achieved AYP as defined by NCLB	The school achieved AYP as defined by NCLB
Each year the school will have a daily attendance rate of at least 95 percent	Result	90%	92%	94.1%	94.8%
	Met: Y/N	No	No	No	No
	Explanation of Result			The goal was met	The stated goal was met
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract	Result	100 (charter) 102 (actual)	150 (charter) 151 (actual)	200 (charter) 199 (actual)	250 (charter) 244 (actual)
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school enrolled over 100% of defined enrollment	The school enrolled over 100% of defined enrollment	The school enrolled over 99.5% of defined enrollment	The school enrolled over 97.6% of defined enrollment
The school will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Result	Successful Audit	Successful Audit	Successful Audit	Successful Audit
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	BGLIG received a positive audit from Vargas and Rivera, LLP	BGLIG received a positive audit from Vargas and Rivera, LLP	BGLIG received a positive audit from Vargas and Rivera, LLP	BGLIG received a positive audit from Vargas and Rivera, LLP
The school will operate on a balanced budget and maintain a stable cash flow	Result	Balanced Budget	Balanced Budget	Balanced Budget	Balanced Budget
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow

Parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of <i>all</i> parents provide a positive response to each of the survey items	Result		8.175/10	9/10	8.65/10
	Met: Y/N		Yes	Yes	Yes
	Explanation of Result		The average parent survey score was greater than 80%	The average parent survey score was greater than 80%	The average parent survey score was greater than 80%

Part 4: Charter School Performance Data

Percent of Students Scoring at or above Level 3 - Whole School¹²

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School			40.4	59.8
CSD 7*			28.9	28.2
NYC*			48.1	50.7
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School			59.6	80.4
CSD 7*			33.7	39.8
NYC*			54.8	61.4

Percent of Students Scoring at or above Level 3 - By Grade

Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School			40.4	60.0
CSD 7			28.9	27.6
NYC			48.1	49.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School			59.6	88.9
CSD 7			33.7	36.4
NYC			54.8	57.0

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School				59.6
CSD 7				28.7
NYC				52.4
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Global Learning Institute for Girls Charter School				72.3
CSD 7				43.2
NYC				65.7

¹² All data from NYC DOE website.

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

*CSD and City data represent the average performance of the same testing grades of the school.

Part 5: BGLIG Charter Renewal Visit



**Department of
Education**

Dennis M. Walcott, Chancellor

Charter School Renewal Visit Report
Charter Schools Accountability and Support
2012-2013

BRONX GLOBAL LEADERSHIP INSTITUTE FOR GIRLS CHARTER SCHOOL RENEWAL VISIT REPORT

NOVEMBER 2012

Part A: Executive Summary

Renewal Visit Overview:

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) team conducts renewal visits of charter schools authorized by the NYC DOE. The renewal visit is designed to address four questions: is the school an academic success; is the school a fiscally sound, viable organization; is the school in compliance with its charter and all applicable laws and regulations; and what are the school's plans for its next charter term? The visits are conducted by representatives of CSAS and may also include the district superintendent and other DOE staff or consultants. The visits last the duration of two to three school days. The renewal visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. They also review academic and operational documents. Additionally, reviewers meet with one or more of the school's Board representatives and speak to a sampling of the school's parents. 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 renewal visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on November 14th & 15th, 2012:

- Daree Lewis, Senior Director, NYC DOE CSAS
- Jorge Cruz, Director of Operations, NYC DOE CSAS
- Maria Campo, Director of Oversight, NYC DOE CSAS
- Laurie Price, Chief of Staff, NYC DOE CSAS
- Kristin Jefferson, Director of Recruitment, Office of New Schools, NYC DOE (day two)
- Yolanda Torres, District 7 Community Superintendent, NYC DOE (day one)

Part B: Renewal Visit Observations

AREAS OF STRENGTH

The school has a warm, positive, and motivational culture.

- Teachers and students are supportive of each other. Teachers were observed giving students positive feedback during classroom instruction. Students reported that teachers and support staff are accessible and available for both academic assistance and social challenges.
- With only two sections per grade, the small environment gives more opportunity for a greater focus on individual students. Teaching staff includes lead teachers with teaching assistants, and a Title I Math teacher and a Title I ELA teacher, providing a low teacher-to-student ratio.
- Students are comfortable with routines and seem to have internalized expectations. When working in self-directed groups, students stayed focused on their tasks and would use the established hand sign system for any requests from the teacher. Transitions within classrooms, as well as between classes, were orderly and students stayed focused on their work despite interruptions from visitors.

- Students seemed happy to be at the school. Students were observed enthusiastically engaging in classroom activities and were eager to share what they liked best about their school.

School leadership has established the needed structures for academic and socio-emotional support.

- The two Title I teachers focus on the highest need students and those with IEPs, working closely with the grade level teachers to determine individualized interventions. Further student-targeted coaching is provided by consultants with the management partner, Victory Schools.
- The principal has a clear vision that the school community, including parents, shares. Parents spoke about the opportunities that the school provides: the enrichment curriculum of ballet and string instruments, experiential learning through trips to the Museum of Natural History and performances at the Metropolitan Museum of Art and community events.
- The principal is hands on with social-emotional development of the students. Students feel comfortable approaching the principal at any time. The principal encourages students with positive feedback and reinforcement of the leadership values central to the school's mission.
- The recent addition of the new assistant principal to the staff increases the leadership capacity, by sharing in the responsibilities that previously had fallen on the principal. The assistant principal already conducts informal walk-throughs and classroom observations giving teacher feedback.

The school fosters a safe educational environment that encourages and supports student learning.

- Classrooms have readily available many resources, including Smartboards, small reading libraries, and additional supplementary materials, for teacher and student use.
- Many examples of student work are posted in classrooms and in the hallways that positively reinforce student accomplishment.
- Specials of ballet and violin provided to every girl during the school day as enrichment.
- The teachers and staff have a calm tone, rapport with students, ensuring students feel safe and supported.
- The school sets long-term goals for the students through a college bound expectation. Students interviewed reported that they all planned on going to college, a majority specifically citing a plan to attend an ivy-league school.
- The facility is well-maintained. Classrooms are kept neat and organized and are print-rich, with teaching materials, visual aids, and charts posted in every classroom.
- There is demonstrated parent engagement at the school, with an active Parent Teacher Organization, whose president has a seat on the school's Board of Trustees. Parent volunteers were present in classrooms during the days of the visit.

The school utilizes differentiated and small group instruction, along with and aligned to curriculum with the Common Core Learning Standards.

- Small group instruction and differentiation was observed in all ELA and SLA classes. The groupings determined by baseline assessments are constantly monitored through teacher observations and interim assessments for any changes in student progress.
- Teachers recently received professional development on inquiry-based learning, which they started integrating into lessons. Some examples of effective questioning were observed across classrooms.
- Classrooms display Spanish work keeping the dual language curriculum visually present.

- During summer training, the school aligned the curriculum to Common Core Standards for all grades, developing themes for each unit. Lesson plans reflect the alignment to the Common Core.

The school employs an assessment system and data-tracking tools to monitor student performance and identify needed interventions.

- The school administers interim assessments including the DIBELS benchmark for English literacy, IDELS for Spanish literacy, and Fountas & Pinnell benchmark assessments, along with unit assessments to determine classroom groupings and target students in need of additional support.
- The IOWA Test of Basic Skills (ITBS) is given to all new students in order to establish a baseline, and then given every subsequent year to measure achievement gains.
- Every teacher has a data binder for the students in their grade that tracks achievement data to determine strengths and deficits for individual students. Administrators track school-wide data.

The school has established sound financial and operational procedures.

- The school is fiscally strong. The school ended with a positive net income and their current assets were greater than their current liabilities at the end of fiscal year 2012.
- Student records were found to be well maintained with all required documentation, including proof of NYC residency, immunization, and emergency contact.
- Staff records were also orderly, including fingerprint, background check clearance and NYS certification for teaching staff.

The school has developed both informal and formal evaluations to provide continuous feedback to the teachers.

- The principal conducts a weekly review of lesson plans to ensure that teachers are prepared for their upcoming classes. Grade level teachers discussed how their shared planning time gives them an opportunity to coordinate lessons.
- The principal and assistant principal use portfolios and classroom observations as a way to assess teacher progress. There are two formal evaluations per year.
- After a successful pilot program, the school has begun to create a peer evaluation system to further teacher professional development and share best practices through classroom observations.

The Board of Trustees has begun to develop the capacity for effective oversight of the school.

- The board has maintained stability through continuity in membership that stays committed to the school's success. All members present at the observed board meeting have been on the board since the founding of the school.
- The board recognized areas for improvement and held a two-day retreat in the Spring to address those areas and reaffirm the priorities of the members. They formed committees to focus on Finance, Academics, and Personnel.
- The board includes a parent representative, the president of the PTO, to ensure the parent voice is included and transparency is provided.

AREAS FOR GROWTH

At the time of the visit, it appears that there is a lack of consistency and rigor across classrooms.

- Implementing the dual-language instruction is a challenge for the staff according to interviews with teachers. Teachers reported that they are spending a lot of time building supplements for Spanish language instruction. Teachers further reported a need for continued and enhanced professional development and support in the dual-language curriculum.
- While teachers included Common Core standards both in their lesson plans and posted them on the board along with the lesson's objective, there was little evidence that students were acquiring Common Core themes in the observed classrooms.
- The level of rigor was inconsistent across observed classrooms. While in some classrooms, teachers asked open-ended or probing questions, in others, teachers asked only basic recall questions. Aside from occasional, general checks for understanding, teachers did not follow up with those who did not demonstrate conceptual understanding.

The school appears to experience challenges with creating formalized systems for goal-setting and growth for students.

- On the day of the visit, there was little evidence of teachers employing formative assessments for understanding except for homework.
- Although all classes had posted exemplars of student work, there were very few examples with actionable, critical feedback for student improvement. There was no demonstrated consistency across classrooms for posted work and the rationale behind what made an exemplar.
- While the teachers are given monthly professional development to plan across grades, there was little evidence of vertical planning, with a cohesive trajectory of scope and sequence across grades. Teachers seem to primarily focus on grade level coordination.
- Lesson objectives were posted in every classroom. However, the instruction observed did not demonstrate a focus on student objectives. As long as students stayed on task, there was little evidence of ensuring that students were achieving learning goals.
- There is an opportunity for greater student accountability.

There is an opportunity for school leadership to increase the focus on rigor and outcomes within the teacher feedback and goal-setting process.

- While positive feedback was observed in sample teacher portfolios and comments on lesson plans, there was little evidence of rigorous feedback. Teachers reported wanting to receive more critical feedback, in order to identify areas of growth and improvement.
- The rubric/framework utilized in the reviewed teacher portfolios did not have clear, actionable items to help teacher improve along a continuum.
- While there are classroom goals set by teachers, it is unclear how teachers are held accountable for these goals or how they tie into the charter or school-wide goals. The reviewed teacher portfolios provided no real evidence of an action plan for teachers or an evaluative component of the goals set by teachers.
- There is a missed opportunity to effectively use all adults, including the teachers and teaching assistants in the classroom.

- There is an opportunity to differentiate professional development to effectively reach and grow instructional staff based on the differing needs of the teaching assistants and teachers, especially since the school utilizes the teaching assistant pipeline for hiring new lead teachers.

On the day of the visit, it was unclear if the school is developing and supporting the teachers in the use or analysis of data to inform their instructional strategies and techniques targeted to the individual learning needs of their students.

- Teachers reported using the data and analysis provided to them by Victory Schools determined their small groups for differentiated instruction. However, there was little evidence that teachers used the data to develop their lessons, other than to determine if they had to re-teach a concept.

The school appears to experience challenges infusing technology into the classroom instruction.

- Although the school has purchased Smart Boards and computers on wheels, there was little evidence of the use of technology being integrated into the curriculum. Most classrooms observed had the Smart Board only turned on with a static image posted, such as the lesson's objective, or it was turned off.

An examination of the organization's operational policies revealed that there is an opportunity to tighten internal financial controls.

- The school should continue to focus on the development of protocols for petty cash and credit card usage, to reduce the risk of co-mingling funds.

Part 6: Background on the Charter Renewal Process

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹³

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁴

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁵ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;

¹³ See § 2850 of the Charter Schools Act of 1998.

¹⁴ See §§ 2851(4) and 2852 of the Act.

¹⁵ See generally §§ 2851(3) and 2851(4).

- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹⁶

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁷

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into four questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?
4. What are the school's plans for its next charter term?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them.

¹⁶ § 2852(5)

¹⁷ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Accountability and Support team of the NYCDOE (“NYCDOE CSAS”).

The NYCDOE CSAS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school’s comment, the NYCDOE CSAS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor’s final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

Part 7: CSAS Accountability Framework

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Accountability and Support uses the following Accountability Framework to monitor Charter School success:

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the CSAS team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

There is no strict, number-driven point scale for applying the framework to a school's overall performance record. Although academic performance is primary, the NYC DOE takes into account a wide variety of detail (as indicated by the framework strands and available evidence detail) when evaluating a school.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what CSAS looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions. As schools use the Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so they can be high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported

- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook

- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location¹⁸ or are making documented good faith efforts to reach

¹⁸ School-specific targets for enrollment and retention are to come from NY State Education Department

comparable percentages for enrollment and retention

- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Part 8: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

The school was not eligible for Progress Reports in School Year 2008-2009 and 2009-2010.

Part 9: Historic Accountability Reports



**Department of
Education**

Dennis M. Walcott, Chancellor

Charter School Renewal Report
Charter Schools Office
2011-2012

BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL ANNUAL SITE VISIT REPORT

MARCH 2012

Part 1: Executive Summary

School Overview and History:

The Bronx Global Learning Institute for Girls (BGLIG) Charter School is an elementary school serving approximately 246 students from kindergarten through fourth grade in the 2011-2012 school year.¹⁹ The school opened in 2008 with grades K-1. The school is under the terms of its first charter and is projected to expand to its full grade span, K-5, during its current term, which expires February 11, 2013.²⁰ The school is currently housed in a Department of Education (DOE) facility in District 7, and is co-located with P.S. 156.²¹

The school typically enrolls new students in grades K-1, but in the 2011-2012 school year, a student was enrolled from the school's waitlist in fourth grade. There were 187 students on the waitlist after the Spring 2011 lottery.²² The student body includes 84.9% Free and Reduced Lunch students, compared to 86.8% in the district; 6.1% special education students, compared to 19.8% in the district; and 9.4% English language learners (ELL), compared to 18.1% in the district.²³ The average attendance rate for the school year 2011-2012 to date was 95%.²⁴ The school scored Average on the Academic Expectations, Communication, Engagement, and Safety & Respect sections of the NYC DOE School Survey in 2010-2011; 75% of the school's parents responded to the survey, and 86% of the school's teachers.²⁵

The school earned a C on its NYC DOE Progress Report in 2010-2011, its first year of receiving a Progress Report grade.²⁶ The school outperformed its Community School District in ELA and Math, and the school outperformed the city average in Math in the 2010-2011 school year.²⁷ The school is in good standing with state and federal accountability.²⁸

Bronx Global Learning Institute for Girls Charter School is partnered with Victory Education Partners, an education management organization (EMO). The EMO provides academic support and evaluation, back office support, curriculum assessment and student assessment data gathering, among other financial supportive services. Working with and through the network, BGLIG manages student information via the DOE's Automate the Schools (ATS) and invoices through DOE. The annual budget is created by the Board of Trustees of the school. BGLIG is solely responsible for complying with all requirements of grants for the School, the School's governing charter, and all applicable laws.

Annual Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Office (CSO) conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit is designed to address three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSO and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to:

¹⁹ Self-reported by school on Annual Site Visit Data Collection Form dated 2/27/2012

²⁰ NYC DOE ATS system and charter agreement

²¹ NYC DOE Location Code Generating System database

²² Self-reported by school on Annual Site Visit Data Collection Form dated 2/27/2012

²³ NYC DOE ATS system as of 4/3/2012

²⁴ Self-reported by school on Annual Site Visit Data Collection Form dated 2/27/2012

²⁵ NYC DOE School Survey – <http://schools.nyc.gov/survey>

²⁶ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

²⁷ NYC DOE website – <http://schools.nyc.gov/> (search: test results); District and city averages are for the grade levels corresponding to the school's testing grades in specified years

²⁸ New York State Education Department - www.nysed.gov

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 site visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on March 1, 2012:

- Daree Lewis, Director of Oversight, NYC DOE CSO
- Laurie Price, Director of Oversight, NYC DOE CSO
- Laurie Pendleton, Consultant

Part 2: Findings

Areas of Strength:

- The school environment is safe, nurturing, and supportive and communicates high expectations for both behavior and academics.
 - On the day of the visit, the school presented Perfect Attendance Awards during a school-wide assembly. Also during the assembly, the students participated in rituals such as saying the school pledge, singing the National Anthem, and identifying colleges they plan to attend.
 - There is a display of “Good Attitude” awards outside the school counselor’s office. The school has a “Student of the Week” program celebrating those students who exemplify the attributes of a BGLIG girl. An honor roll program celebrates academic excellence.
 - There is evidence of a school-wide discipline policy that is implemented consistently by all teachers. On the day of the visit, students were seen following routines and procedures with little guidance from teachers, and teachers rarely had to redirect student behavior. A teacher stated there are no real discipline issues because everyone has high expectations for the students, and behavior is consistent across all grade levels and subject areas.
 - On the day of the visit, students were involved in violin, ballet, and cello lessons. They were very proud to share their talents with the visitors.
 - Student work is posted throughout the building and there are multiple pictures of girls participating in school activities as well as recognition for both behavioral and academic success.
 - On the day of the visit, Kindergarten students were engaged in rigorous, project-based activities that reflected the backgrounds and interests of the students. In the Spanish Kindergarten classroom, students were using the SMART board to create bar charts based on students’ favorite colors. In another Kindergarten classroom, students were using magazine cut-outs to create charts comparing living and nonliving things. When asked, the majority of students could explain how they determined if an item was living or nonliving. The students enthusiastically and articulately shared their thoughts and opinions with the visitors.
- The school curriculum has been adapted to meet the needs of the learners.
 - The school has increased the number of English Language Arts blocks by including a period during the Spanish instructional day. This change has resulted in students receiving an additional two to three hours of ELA instruction per week.
 - The school has focused on vocabulary development by using cognates to reinforce language acquisition. On the day of the visit, students were engaged in vocabulary instruction in a number of classrooms. The school has continued the Million Dollar Word vocabulary activity to celebrate vocabulary development. On

the day of the visit, a number of students shared their Million Dollar words, and the print environment reflects this program.

- The school has organized itself to provide meaningful support to students who are most in need.
 - On the day of the visit, intervention teachers were observed working both in pull-out and push-in situations, providing parallel support to students.
 - There are four and half academic intervention teachers who work closely with the teachers to provide support to students who are shown to be below benchmark on DIBELS and other classroom-based assessments. The school also provides early intervention in reading through two Reading Recovery Teachers. Grades three and four receive support from both Special Education and Title 1 teachers in Reading and Math.
 - Teachers reported that they use data from classroom assessments to create flexible groups for students and then work closely with staff developers from Victory schools to design interventions.
 - The school reports the use of a Saturday Academy to support Title 1 students.
 - Teachers and leadership agreed on their focus on retaining students with special needs and are proud of their success with mainstreaming students. The teachers stated they felt the school maintained careful monitoring of these students and encouraged frequent communication with parents.
 - The school maintains two teachers in each classroom to provide more opportunities for small group instruction.

- The school staff uses data received from a wide range of assessments to inform instructional grouping.
 - The teachers stated they use the DIBELS interim assessments to group students for instruction. A third grade teacher clearly described the process of using data provided by Victory Education Partners to build lessons and meet individual needs. Teachers shared their data binders with the visitation team.
 - Grade level teams meet weekly to discuss their data and plan lessons with input from the Staff Developers from Victory. Teachers stated they find this practice very helpful.

- The school maintains meaningful involvement of parents.
 - Teachers and leadership both reported strong relationships with parents, and the Parent Teacher Organization is very active in support of the school.
 - Report cards for grades three and four have been refined to provide more meaningful information for parents.

- The school has made efforts to increase the participation of both special education and ELL students in the school.
 - The school has implemented an ELL preference for the lottery. The school leadership also indicated they have put ads in papers, gone to community fairs, and provided information to Head Start programs. The school also reports a strong relationship with parents and the community that provides positive word of mouth.

Areas of Growth:

- The school should continue to improve the instructional program by bringing clarity to the dual language program, providing timely professional development, focusing on standards-based instruction, and developing more thoughtful use of data.
 - Teachers reported they feel the current Spanish language curricular materials were designed for native speakers, not for language acquisition, and need to be supplemented. The school is encouraged to evaluate current curricular programs and resources to ensure that student learning needs are addressed.

- On the day of the visit, all teachers interviewed also shared a desire to receive more professional development in dual language instruction. Spanish teachers in particular shared a desire to receive professional development and support in Spanish language acquisition.
 - Teachers shared they felt the Scott Foresman reading materials are not rigorous enough. Based on teacher feedback, the reading and writing curriculum may not be well articulated and may need to be reviewed. The school may also consider the need to vertically align all curricular areas.
 - Although the school has begun to consider the Common Core State Standards, the teachers felt they could benefit from more focused professional development on the use of standards in planning instruction and assessing students.
 - Although the teachers used data from interim assessments to create instructional groupings, it was unclear they understood how to analyze data from common assessments to inform instruction and to meet individual needs. Teachers shared their data binders but did not describe a process for using this information to inform instructional needs. The school should continue to focus on providing training and resources for teachers in data analysis so that all teachers are able to use available data to provide intentional instruction and advance student learning.
- The school should continue to build their Peer Observation program to provide additional opportunities to provide real-time feedback to teachers.
 - The principal currently reviews and comments on lesson plans and observes and provides feedback at least twice a year to teachers with a goal of providing feedback four times each year. Teachers also receive feedback from the reading and math coaches from Victory and maintain a portfolio. As the school grows, it may be necessary to increase the capacity of other school leaders to provide timely feedback to teachers. One teacher shared that he is working to develop a peer observation system for the school. Other teachers indicated they would welcome this opportunity to receive more feedback on their teaching.
 - The school leadership should continue to find ways to distribute leadership throughout the teaching staff.
 - The principal reported being responsible for the weekly task of reviewing and commenting on lessons plans for all teachers. As the staff grows, this may not be able to be maintained. The principal is also currently responsible for doing all observations. Again, with the expected growth this model may not be able to be maintained. The principal shared the possibility of adding an Assistant Principal position next year. The school leadership is encouraged to determine the distribution of roles and collaboration of building leadership so that these and other leadership tasks are distributed. The principal is encouraged to continue to use the ELF program to build the leadership capacity of teachers.

Part 3: Essential Questions and Accountability Framework

The CSO Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Office (CSO) has developed an Accountability Framework build around four essential questions for charter school renewal:

5. Is the school an academic success?
6. Is the school a fiscally sound, viable organization?
7. Is the school compliant with its charter and all applicable law and regulations?
8. What are the school's plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals
- Meet student progress goals
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student centered, and open to parents and community support
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that update-to-date charter is publicly available to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location or are making documented good faith efforts to reach comparable percentages
- Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSO's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE CSO, and where required, received CSO approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners



**Department of
Education**

Dennis M. Walcott, Chancellor

**Charter School Annual Site Visit Report
Charter Schools Office
2010-2011**

**BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL
ANNUAL SITE VISIT REPORT**

JUNE 2011

Part 1: Executive Summary

School Overview and History:

Bronx Global Learning Institute for Girls Charter School is an elementary school serving approximately 200 students from grade kindergarten through grade three in the 2010-2011 school year.²⁹ The school opened in 2008 with grades kindergarten through one. It has plans to grow to serve students grades kindergarten through five.³⁰ It is currently housed in DOE space in District 7.³¹

The school population comprises 32.8% Black, 58.1% Hispanic, 0% White and 0.5% Asian students. 86.9% of students are designated as Title I, compared to 87.9% in the district.³² The student body includes 25.8% English language learners (ELL) and 4.5% special education students (SPED), compared to district averages of 19.1% designated as ELL and 20.7% receiving SPED services.³³

The school has not yet received a Progress Report grade due to the need for students in testing grades. The average attendance rate for the 2009-2010 school year was 92.0%.³⁴ The school is in good standing with state and federal accountability.³⁵

Annual Review Process Overview:

The NYC DOE Charter Schools 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 Schools Office 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 on June 2, 2011:

- Sonya Hooks, Senior Director, NYC DOE Charter Schools Office
- Sylvia Rabner, Consultant

²⁹ NYC DOE ATS system

³⁰ NYC DOE ATS system and charter agreement

³¹ NYC DOE Location Code Generating System database

³² Demographic Data drawn from NYC DOE ATS System on June 30, 2011

³³ NYC DOE ATS system; data pulled on June 30, 2011

³⁴ NYC DOE School Progress Report

³⁵ New York State Education Department - www.nysed.gov

Part 2: Findings

Areas of Strength

- The school has a warm, inviting, safe and congenial culture.
 - On the day of the visit, reviewers observed happy and respectful students in classrooms and hallways.
 - There is a school-wide behavior management system in place that focuses on positive reinforcement of student achievement, including a “Scholar of the Week.”
 - School leadership is committed to the mission of the school.
 - School promotes project based learning.

- The school has an innovative curriculum with great depth and enrichments that are offered to all students.
 - The school has an excellent performing arts program that offers violin and dance as part of the school day.
 - The curriculum model is dual-language and all students are taught in English and Spanish and given assessments in both languages.
 - The curriculum is rich in exemplar works; a great example of this is Million-Dollar Words, a school-wide initiative to reward students for developing language proficiency.

- The school has developed a system to provide intervention to at-risk students.
 - There is a Special Education coordinator on staff that provides intensive intervention to 4-5 students each day and provides math support to third graders.
 - Interviews with school leadership revealed that an early-childhood teacher was trained in Reading Recovery and provides early-literacy intervention to students that are having challenges in first grade.
 - There is a second- and third-grade literature specialist that “pushes-in” classrooms and “pulls-out” students to develop literacy skills.

- The school administers a range of assessments for all students and uses data to inform instruction and decision making.
 - On the day of the visit, teachers noted that at-risk students are assessed bi-weekly to ensure that instruction is addressing their needs.
 - Assessments are used to inform principal, school leadership and teachers of at-risk students.
 - After review of assessment data, school leadership noted that a Saturday Academy was created to provide additional support to students in math and English language arts.

- There is evidence of a strong foundation for professional development.
 - Teachers noted that there are many instances for development and acquiring feedback. Each teacher had two formal observations, many informal observations, and subject-specific observations administered by a consultant.
 - Professional development is also given to teachers for: each grade level once each week; full faculty once each month and two full weeks in the summer.

- The school is strong at communicating with families about students’ progress and school activities using a variety of methods.
 - The school sends a monthly newsletter and produces a grade-level newspaper.
 - Teachers send “happy-grams” to students and families to reinforce positive behavior.
 - Progress reports that include assessment results are sent home four times per year. (Title I sends progress reports monthly.)

- Teachers meet with parents one time each month.
- The Parent Teacher Organization is very active in supporting the school academically and in other areas.

Areas of Growth

- The school should continue to focus on ways to expand and define the use of data to improve student outcomes.
 - Academic programming was not always adjusted after reflection upon the assessment results.
 - Instructional staff suggested the creation of a school-wide guided reading system with levels like “F” and “P.”
- The school should continue enhancing professional development for teachers.
 - Teachers noted the desire to have more co-teaching opportunities and more collaborative team time with a focus on cross-grade collaboration.
 - There is little evidence that professional development is differentiated.
- School leaders should continue to reflect on how to enhance dual-language instruction and curriculum.
 - Spanish instructors noted the need for additional professional development.
 - Instructors also stated that alignment between English and Spanish curriculums could be improved.
 - School leaders and teachers indicated a need for better supplementation for non-native speakers.
- The school should consider focusing on a broader distribution of leadership.
 - Reviewers were concerned about the amount of responsibility on the principal, especially as the school grows.
- The school should consider focusing on building institutional knowledge.
 - Teachers mentioned the feeling of “recreating the wheel.”
 - One teacher suggested electronic capture of lesson plans and individual student plans and teacher-developed assessments.
- The school should continue documented outreach to special education students in order to match district averages.
 - The school’s population includes 4.5% SPED students which is lower than the district average of 20.7%.

Part 3: Framing Questions

FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools 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
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

Quality Review Report

2008-2009

Bronx Global Learning Institute for Girls

Charter School 389

750 Concourse Village West

Bronx

NY 10451

Board Chair: Ms. Shirley Remenski

Dates of review: May 12, 2009

**Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred
Lisker**

&

Bruce Berry (Cambridge Education)

Part 1: The school context

Information about the school

Bronx Global Learning Institute for Girls (“BGLIG”) is a charter elementary school with 101 students from kindergarten through grade 1. The school population comprises 37% Black and 63% Hispanic students. The student body includes 8% English language learners and 3% special education students. The average attendance rate for the school year 2008 - 2009 is 90%. The school is in receipt of Title 1 funding with 88% eligibility.

The school opened in September 2008 and will expand in the future to kindergarten through grade 5. It operates a dual language program with instruction and student learning alternating between English and Spanish.

Overall Evaluation

BGLIG is a dual language school that provides instruction in all subjects in English and Spanish. The principal and teachers have established a respectful culture in the school where students feel safe, cared for and enjoy their learning. The school has established good data systems for tracking the progress of students in reading, but has yet to establish similar systems for other curriculum subjects. The teachers work well in collaborative teams to provide good support for student learning and to plan their instruction and curriculum. They use data to differentiate small group activities to match the students’ achievement levels. At present, however, there is inconsistency in the rigor and challenge in student learning between classrooms.

The school curriculum provides a variety of interesting and stimulating learning opportunities for the students. As well as the core curriculum, the school provides a variety of other exciting experiences for students. These include violin, ballet, arts, sports and trips linked to curriculum projects. These activities are well supported by the various valuable partnerships that the school has entered into. The students behave well and show high levels of respect for their teachers and for other students. They are rewarded through the opportunity of being student of the week, where they exercise defined responsibilities at the start of each day.

Teachers receive good support for developing their own skills and knowledge through professional development programs. They are further supported in developing their classroom practices by instructional coaches. At present, there are insufficient opportunities for teachers to develop their dual language teaching and learning strategies. New teachers receive good support, but the school does not have an effective induction program to support them.

Although the school’s charter defines long-term priorities and goals, the school has not yet developed and documented its short- and medium-term improvement plans and goals. It has not identified benchmark measures to monitor the progress the school is making in achieving its long-term priorities.

Part 2: Overview

What the school does well

- The principal and teachers create a respectful, caring and safe environment for student learning.
- Teachers demonstrate good commitment to supporting student learning and work collaboratively to plan their instruction and curriculum.
- The school curriculum and enrichment activities create interest and stimuli for enhancing the students' academic and cultural development.
- Students behave well and show good levels of interest in their learning.
- The school has developed effective partnerships that provide opportunities to broaden students' learning experiences within and beyond the school day.

Areas of improvement

- Annualize strategic improvement plans to include measurable goals and interim checkpoints to monitor progress in reaching long-term goals.
- Improve the professional development opportunities for teachers to improve their dual language teaching and learning strategies.
- Systematize the consistency for establishing 'next steps of learning' for individual students and share these with parents to engage them as partners in their children's education.
- Introduce an effective induction program to support new teachers.
- Review the rigor and challenge in classroom learning activities to accelerate student progress.

Part 3: Main Findings

How well the school meets the Charter School Office's (CSO) evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is underdeveloped with proficient features.

The school uses Dibels and Idel reading assessments well to monitor the progress students are making in English and Spanish respectively. Progress in reading is monitored through a reading wall that demonstrates the achievement of students using the three categories of 'at risk', 'some risk' and 'low risk'. A color coding system presents a good pictorial demonstration of how students are progressing. However, the system does not presently illustrate the timescale over which that progress is being made. There is evidence of some students making good progress in reading in English. There is less progress in students' Spanish reading levels. End of the unit tests are used to form the basis of assessments in math. Teachers review progress and plan interventions where needed. At present, there is no systematic approach to the monitoring of student progress in math by school leaders.

The special education students receive good support for their individual identified needs, through academic intervention and specialized teacher input. As a result, the students are making progress in line with expectations. English language learners make good progress in their reading and are well supported through small group instruction. The school has identified that, in kindergarten, the English speaking girls are making more progress than Spanish speaking girls in reading. It is now working with parents more intensively to help them with strategies to support their children. Presently, the school does not monitor the progress of all the different sub-groups within the school. Teachers receive valuable training in the use of data to inform their instructional planning. The school is in the early days of developing their data systems and, as yet, does not have a systematic approach to regularly monitoring the impact of instruction on student learning.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is underdeveloped with proficient features.

The school's five-year Charter has objectives and goals that create the focus for driving the work of the school. It has not yet developed annualized plans to define short- and medium-term priorities and goals for improving the achievement of individual and groups of students. The school has the ambitious goal of 75% of students reaching grade level proficiency in reading by the end of the academic year. The school has not yet established similar challenging goals in other curriculum subjects. Teachers have a variety of ways for setting learning goals for students. Some teachers send information home to give the parents the opportunity to assist in their child's learning. Others have discussions with parents, particularly for those children where there are academic or behavioral concerns. Most students do not know the areas of their work that they need to improve. The school has not yet developed a consistent system for establishing the students' next steps for learning and sharing them with students and their parents.

The principal and teachers create high expectations for students in respect of their academic and social development. These expectations are particularly strong for the behavior and conduct of the students in classrooms and around the school. The students behave well and show respect to their teachers and to one another. The school encourages parents to be involved in the work of the school and has conducted their own survey to provide parents with the opportunity to give constructive feedback. Parents regularly discuss academic or personal issues with teachers that may have an impact their child's learning.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.

This area of the school’s work is proficient.

The school curriculum has dual language instruction in English and Spanish. First language Spanish students receive their dual instruction together, with a similar approach for English speaking students. Each lesson has a distinct language development component, with a high degree of focus being placed on the development of vocabulary in both languages. The ‘million dollar word wall’ is used to motivate students in the use of vocabulary. Students provide a word for the wall, have to articulate the meaning and use this word in a meaningful sentence. To provide excitement and fun for the children in this activity, they receive a reward of a ‘Big League Dollar’, which they can spend in the school’s ‘Big League Shop’. As well as the core curriculum, the students have a range of stimulating enrichments during and beyond the school day. All students take part in the violin program where they receive expert tuition that provides engagement, interest and a disciplined approach to learning. As part of the physical education program, students experience activities in classical ballet.

Teachers provide a safe and welcoming environment for student learning. There are high levels of respect shown by the students to their teachers and to their fellow students. Instruction is planned effectively with activities differentiated to match the students’ achievement levels. However, there is insufficient rigor and challenge in some of the learning activities to create accelerated progress for the students. The school celebrates student achievement to support and encourage the students’ personal and academic development. The students of the week lead activities when all the school meets together at the start of each day. There is a focus on the values and beliefs required to be a successful women of the future. The school monitors student attendance and has appropriate procedures for following up when student absence is a concern. The school accepts that more work is required to improve attendance levels.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.

This area of the school’s work is underdeveloped with proficient features.

The principal undertakes regular classroom walkthroughs to monitor the effectiveness of instructional practices. She provides useful feedback for teachers and follows up in further walkthroughs on any areas identified as being in need of improvement. At present, the monitoring of instructional practice is not having enough impact on the consistency of rigor in some of the learning activities. The school has good support for teachers’ professional development. The Victory Schools Organization provides a staff developer to work with individual teachers on their instructional planning, classroom management and areas identified for improvement. At present, there are insufficient opportunities for teachers to improve their dual language teaching and learning strategies.

Teachers work together well in grade level meetings to plan their curriculum and instruction. Every two weeks, they review together the progress made by the students in reading. They use this information to plan interventions where a need is identified. They plan differentiated student group activities in math, based on the abilities as demonstrated in end of unit tests. New teachers receive good support from the principal and the other teachers, but there is not yet a formalized mentoring program in place for their first year of induction.

School has developed good partnerships to support the students' academic and personal development. Ballet Hispanico provides instructors to work with the students and provides some scholarships for the most talented performers. Artists in residence work in the school to support the school's arts program. The students have opportunities to take part in visits with activities linked to the school curriculum. For example, a guided tour of the Egyptian section in the Metropolitan Museum of Art gave the students the opportunity to see examples of the work they had undertaken in a social studies project. The school has high expectations in terms of student behavior and parents are required to sign their child's discipline plan. They receive training in assertive discipline procedures to help coordinate a consistent approach in school and at home. As a result, most students behave well and show interest in their learning.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is underdeveloped with proficient features.

The school has specific plans and goals outlined in their Charter. The principal and teachers recognize that more progress is needed in the development of the dual language and literacy program. The infusion of technology into instruction and learning activities is also a priority for the next academic year. However, the school has not yet created a short- to medium-term improvement plan with specific measurable goals for improving student outcomes. At present, there are no identified interim checkpoints for measuring the school's success in meeting its priorities and in reaching its long-term goals.

The teachers use periodic assessments well to monitor the progress of students. This is strongest in tracking the progress of students in reading. It is not yet sufficiently consistent in other subjects. They use their assessments well to identify struggling students in need of further intervention. They also use skills analysis data to inform their instructional practice to focus on the areas identified as being in need of improvement for individuals and groups of students. This often leads to a revision of the way students are grouped in classrooms and to an adjustment in instructional activities. The school has a clear vision for developing the leadership skills of girls and to enhance their skills in language and literacy in Spanish and English. The planning and goal setting to achieve this vision is not yet sufficiently rigorous to ensure that it is successfully realized.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities. The Board is responsible for the overall direction and fiscal well-being of the school and must adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results.

This area of the school's work is proficient.

BGLIG board is providing satisfactory oversight to the school and plans to evaluate the school leader at the end of the school year. The board receives regular updates from the school leaders and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (dashboard, scores, summaries, internal measures) information as it relates to the educational programs offered by the school. The school's board represents academic, legal, financial, and economic development expertise. The board has established an academic, finance, grievance and an executive committee. The board identified introduction of further technology inside classrooms, provide additional support to new teachers, and start an after school program as a high priority. The board is planning a retreat and plans to conduct board assessment before the new school year. According to the board members, the school board is planning to take action to remove members with excessive absences at the board meetings. The budget preparation process is holistic and involves board members, administrators, partner organization, teacher inputs, and school leader. Lastly, the school board lacks a step-by-step strategic plan to guide further development at the school.

Quality Statement 7 - Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year. However, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

This area of the school's work is underdeveloped with proficient features.

At the time of the visit in May '09, the BGLIG board had not contracted an audit firm to produce the school's financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of March '09 casts a satisfactory financial position with liquid assets totaling \$397,187 and current liabilities of \$151,977. The statement of activities as of March '09 does not pose any particular concerns. The statement of cash flow showed a positive balance of \$192,642 at the end of March '09.

During the visit, officials from Victory Schools and school based staff were interviewed regarding the procurement process, check signing, randomly selected paid invoices, and fingerprinting documents were inspected. There are no check signers based at the school and checks come via courier services or delivered personally at the school site. At the time of the visit, there was no school level account for school's use and therefore, the school is totally dependent upon the school's partner organization, Victory Schools. The school board is aware of both issues and is working with Victory Schools to address this concern. The school lacks consistency in attaching invoices to the purchase orders and proof of payment. Besides a word of mouth from Victory Schools, the business manager cannot verify whether an invoice has been paid.

Although the school is following its adopted financial policies in collaboration with Victory Schools, there is a clear need to strengthen internal controls and streamline financial processes. The school may also need to review the appropriate balance in segregation

of duties among fiscal and operational staff. Paid invoices demonstrate that staff is following the process of purchase order approvals, ordering and receiving of goods, presence of packing slips and invoices (although inconsistent) along with proof of payment. The school has tagged its assets for inventory purposes.

These comments must be taken into account while keeping the context of charter school sector in New York. The comments reflect relatively minor issues that are not out of norm for a new charter school.

Charter School Office Quality Criteria 2008-2009

Bronx Global Institute for Girls				
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty have...</i>	△	▷	✓	+
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?		X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X		
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?		X		
1.6 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X		
Overall score for Quality Statement 1		X		
Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	▷	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?		X		
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		X		
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?		X		
2.5 convey consistently high expectations to students and their parents/carers?			X	
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X	
Overall score for Quality Statement 2		X		

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 the school's Progress Report and other outcomes to those of peer/other schools

“Assessment results” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school's curriculum (including Periodic, DYO, and teacher-developed Classroom Assessments).

“Data-informed processes” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“Organizational decisions or strategies” refer to a school's use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school's structure and organization that can affect student outcomes.

“Sub-groups of students” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.				
<i>To what extent do school leaders...</i>	△	➤	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?		X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive, safe and inclusive learning environment?			X	
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X		
3.5 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X	
3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?		X		
Overall score for Quality Statement 3			X	
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.				
<i>To what extent do school leaders...</i>	△	➤	✓	+
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?		X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?		X		
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?		X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?		X		
4.5 align youth development, guidance/advising, other student support services and partnerships with outside entities around stated academic and personal development goals?			X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?			X	
Overall score for Quality Statement 4		X		
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.				
<i>To what extent do...</i>	△	➤	✓	+

5.1	the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?	X			
5.2	the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.3	teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X		
5.4	teachers and school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify practices in order to reach stated goals?		X		
5.5	school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?	X			
5.6	the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?		X		
Overall score for Quality Statement 5			X		

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.					
<i>To what extent does the Board.....</i>		Δ	➤	✓	+
6.1	ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X	
6.2	manage any conflict of interest within the governing body and throughout the school?			X	
6.3	hold EMOs, CMOs and school leadership accountable in their positions?			X	
6.4	ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?		X		
6.5	respond to parent, staff and student concerns/complaints?			X	
6.6	provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X	
Overall score for Quality Statement 6				X	

Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.					
<i>To what extent do the school and its Board.....</i>		Δ	➤	✓	+
7.1	ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the OCS along with any other relevant documentation?			X	
7.2	comply with the adoption of an annual budget for the upcoming school year, which is submitted to the OCS for review?			X	
7.3	maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X	
7.4	implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?		X		
7.5	align financial decision making to analysis and evaluation of student achievement data?		X		
7.6	focus budget decisions on the priorities for school development and improvement?		X		
Overall score for Quality Statement 7				X	

Quality Review Scoring Key							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed

Does the Board and the school . . .	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		
5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		
9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		