



Charter Schools Institute
The State University of New York

Brooklyn Prospect Charter School

School Evaluation Report 2011-2012

Visit Date: October 6, 2011

Report Issued: December 5, 2011

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INTRODUCTION

This School Evaluation Report includes three components. The first section, titled School Overview, provides descriptive information about the school, including enrollment and demographic data, as well as historical information regarding the life of the school. The second section provides background information on the conduct of the evaluation visit, including the date of the visit and information about the evaluation team, and puts the visit in the context of the school's current charter cycle. Finally, in a third section entitled School Evaluation Visit, the report presents overall benchmark conclusions (in italics) and an analysis of evidence collected for each of the respective benchmarks.

The Qualitative Educational Benchmarks (a component of the Renewal Benchmarks) address the academic success of the school, focusing on teaching and learning (i.e., curriculum, instruction, and assessment), and the effectiveness and viability of the school organization, including board oversight and organizational capacity. These established criteria are used on a regular and ongoing basis to provide schools with a consistent set of expectations leading up to renewal.

In the presentation of benchmark conclusions below, the evidence for some conclusions is covered in greater detail to highlight areas of concern and provide additional feedback. In contrast to the format of reports issued in previous years and in an effort to issue reports in a timelier manner, the Institute now approaches the presentation as an exception report in which areas of concern are deliberately emphasized. As such, limited detail and evidence about positive aspects of the program are not an indication that the Institute does not fully recognize evidence of program effectiveness.

Because of the inherent complexity of an organization such as a school, this School Evaluation Report does not contain a single rating or comprehensive indicator that would specify at a glance the school's prospects for renewal. It does, however, summarize the various strengths of the school and note areas in need of improvement in terms of the Qualitative Educational Benchmarks. To the extent appropriate and useful, we encourage school boards to use this evaluation report for ongoing planning and school improvement efforts.

SCHOOL OVERVIEW

Opening Information

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|---|--------------------|
| Date Initial Charter Approved by SUNY Trustees | May 30, 2008 |
| Date Initial Charter Approved by Operation of Law | September 29, 2008 |
| School Opening Date | September 2009 |

Location

| School Year(s) | Location(s) | Grades | District |
|-----------------------|---|--------|------------|
| 2009-10 to 2010-11 | 153 35 th Street, Brooklyn, NY | All | NYC CSD 15 |
| 2011-2012 | 500 19 th Street, Brooklyn, NY 11215 | All | NYC CSD 15 |

Current Mission Statement

Serving grades six through twelve, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the pillars of the International Baccalaureate program. We prepare students for success as global citizens and help students develop the love of learning that provides the foundation for personal and professional success.

Current Key Design Elements

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| • Small group advisory for all students every day; |
| • Curriculum focused on innovation, inquiry, creativity, expression, critical thinking, problem solving, reflection, and teamwork; |
| • Development of students' skills and habits of mind, focusing on real-world connections and effective learning communities; |
| • Curriculum based on the pillars of the International Baccalaureate program; |
| • Integrated program that focuses on the development of the "whole person"; |
| • Curriculum infused with 21 st Century skills; |
| • Foreign language and physical education classes daily for all students; |
| • Professional development focused on assessment data and differentiation; and |
| • Culture of all staff as teachers and learners for each other/sharing best practices. |

School Characteristics

| School Year | Original Chartered Enrollment | Actual Enrollment ¹ | Original Chartered Grades | Actual Grades | Days of Instruction |
|-------------|-------------------------------|--------------------------------|---------------------------|---------------|---------------------|
| 2009-11 | 92 | 100 | 6 | 6 | 185 |
| 2010-11 | 180 | 202 | 6-7 | 6-7 | 185 |
| 2011-12 | 264 | 303 | 6-8 | 6-8 | 185 |

Demographics

| | 2009-10 ² | |
|---|-----------------------------|---|
| | Number of School Enrollment | Percent of NYC CSD 15 District Enrollment |
| Race/Ethnicity | | |
| American Indian or Alaska Native | 0 | 0 |
| Black or African American | 24 | 23 |
| Hispanic | 35 | 44 |
| Asian, Native Hawaiian, or Pacific Islander | 5 | 12 |
| White | 34 | 21 |
| Multiracial | 2 | 0 |
| Special Populations | | |
| Students with Disabilities ³ | 17 | Unavailable |
| Limited English Proficient | 1 | 16 |
| Free/Reduced Lunch | | |
| Eligible for Free Lunch | 24 | 60 |
| Eligible for Reduced-Price Lunch | 9 | 7 |

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

² Source: 2009-10 New York State Report Card

³ District does not provide information on students with disabilities.

Current Board of Trustees⁴

| Board Member Name | Position/Committees |
|--------------------------|----------------------------|
| Luyen Chou | Chair |
| Eliza Williams Swann | Secretary |
| Elizabeth Varley Camp | Trustee |
| Anne Burns | Vice-Chair |
| Pearl Kane | Trustee |
| Candice Olson | Trustee |
| Stacey Hightower | Trustee |
| Claire Kramer | Trustee |
| Roger Fortune | Trustee |
| Daniel Rubenstein | Ex-Officio |
| Alison Hess | Ex-Officio |

School Leader(s)

| School Year | School Leader(s) Name and Title |
|--------------------|--|
| 2009-11 | Daniel Rubenstein, Executive Director |

School Visit History

| School Year | Visit Type | Evaluator (Institute/External) | Date |
|--------------------|-------------------|---|-----------------|
| 2009-10 | First Year | Institute | April 13, 2010 |
| 2011-12 | Third Year | Institute | October 6, 2011 |

⁴ Source: Institute board information.

CONDUCT OF VISIT

Specifications

| Date(s) of Visit | Evaluation Team Members | Title |
|------------------|-------------------------|---------------------------------|
| October 6, 2011 | Jason Sarsfield (Lead) | Director of School Applications |
| | Dr. Paul Wright | Director for School Evaluation |
| | Cynthia Millinger | External Consultant |

Context of the Visit

| Charter Cycle | Evaluation Team Members |
|-------------------------|---|
| Charter Period | 1 st Charter, 3 rd Year |
| Accountability Period | 3 rd Year of Five-Year Accountability Period |
| Impending Renewal Visit | Fall 2013 |

SCHOOL EVALUATION VISIT

Benchmark Conclusions and Evidence

1. B Use of Assessment: Brooklyn Prospect Charter School (“Brooklyn Prospect”) has an assessment system that improves instructional effectiveness.

Brooklyn Prospect has implemented a comprehensive assessment system that improves instructional effectiveness and student learning. Teachers administer interim assessments four times throughout the academic year and diagnostic assessments at the beginning of the year in each content area. Interim and diagnostic assessments are created and scored by classroom teachers with guidance and supervision from department chairs, collaboratively ensuring that the assessments are aligned with state standards. Teachers collect and analyze assessment data and discuss results during grade, content and school-wide meetings through an instructional action planning process. This process includes collaborative decisions about how assessment results are used to modify classroom instruction and identify students in need of academic intervention and support. In addition, school leaders effectively use assessment results to monitor and evaluate student achievement, to identify professional development priorities and to hold teachers accountable for student academic success.

1. C Curriculum: The school has a comprehensive and organized curriculum framework.

Brooklyn Prospect has a comprehensive and organized curriculum framework that is composed of three parts that together make up a coherent and useful structure. Curriculum maps outline each grade-level subject’s scope and sequence for the year, MYP (Middle Years Program) Unit Plans place the curriculum within the context of the International Baccalaureate standards and lesson plans identify the daily instructional focus. Student performance expectations are clearly aligned to state standards within curriculum maps. Teachers meet weekly in academic departments and grade levels to ensure the curriculum remains rigorous, is delivered effectively and is aligned between and among grades. Department heads and teachers collaborate to develop curriculum materials during an annual pre-service “curriculum week.” Teachers and school leaders review the curriculum throughout the year to document areas in which student assessment data illustrates areas in need of improvement and make revisions as a group at the annual post-school faculty retreat. Teachers make decisions regarding central instructional resources within academic departments but are given autonomy to choose supplemental materials on their own, and develop many of their lessons collaboratively. These lessons were purposeful, focused and delivered effectively during the visit.

1. D Pedagogy: Quality instruction is evident throughout the school.

Quality instruction is evident throughout the school. Teachers implement purposeful lessons with objectives that are posted clearly for students in a consistent school-wide fashion. In addition, teachers effectively communicate learning objectives within the context of overall unit plans to students, which promotes a depth of understanding. All lessons were well-paced during the visit and transitions were efficient. In many classrooms, multiple adults are utilized strategically, resulting in the effective and efficient use of instructional time. Teachers use a variety of

instructional techniques that challenge students and address a range of learning needs, including multiple opportunities for students to productively interact with and share with their peers the topic and scope of their learning. In addition, formative assessment strategies are a critical part of all observed lessons and allow teachers to monitor student acquisition of learning objectives and the effectiveness of lessons in real time. Teachers demonstrate effective classroom management techniques with routines that promote learning, particularly with respect to collaborative learning activities.

1 E. Instructional Leadership: The school has strong instructional leadership.

Brooklyn Prospect has strong instructional leadership, with leadership roles being distributed between the executive team and teacher-leaders. This organizational structure supports the development of the teaching staff and is likely to continue to do so over time. The principal serves as the overall instructional leader and provides direct coaching and support for the three department heads, observing their teaching and meeting with them weekly to discuss those observations and their departmental leadership. Department chairs, as well as the principal, provide similar support to the teachers within their departments, including at times co-teaching with and modeling lessons for them. For example, two 6th grade English language arts teachers collaboratively plan lessons with the department chair, who also teaches the same grade and subject. They then are provided the opportunity to observe the department chair deliver the lesson and, thereafter, discuss the effectiveness of the lesson. Finally, they use what they have learned throughout this process to deliver the same lesson to their classes. All teachers receive targeted instructional feedback from the principal and/or department chairs in writing and verbally following all support and coaching activities.

Teachers are held accountable for performance by the principal or their respective department chair through the implementation of an effective formal evaluation process that is clear, consistent and rigorous. In addition to informal monitoring and support, this process is comprised of comprehensive mid-year and end-of-year written evaluation and along with ongoing monitoring of their performance provides the foundation for the next year's individual professional development plan discussed below. Teachers who the leadership team are concerned about receive additional monitoring and support, such as the review and critique of lesson plans and intensive in-classroom support including but not limited to co-teaching with an instructional leader.

1. F At-Risk Students: The school helps all at-risk students meet state performance standards.

Brooklyn Prospect effectively meets the educational needs of at-risk students through well-defined student support programs. Teachers follow clear procedures for identifying at-risk students and use state assessment data, school administered interim and diagnostic assessments, as well as classroom behavior observations to identify students in need of academic or behavioral supports. The school has a tiered response to intervention (RtI) process through which teachers and staff monitor the progress of at-risk students and modify interventions as needed. Brooklyn Prospect's teachers work closely with the school's learning specialists to effectively integrate students with Individualized Education Programs into general education classrooms through push-in and collaborative team teaching settings. In addition, the school has thoughtfully developed its daily schedule to support the needs of at-risk and advanced students by allowing time for the implementation of effective intervention and enrichment programs. Through weekly, ongoing staff meetings, teachers coordinate and monitor instructional strategies for

all students deemed at-risk, including academically struggling students, special education students and English language learners.

1G. Student Order and Discipline: The school promotes a culture of learning and scholarship.

Brooklyn Prospect has a clear discipline policy. Staff systematically collect and analyze behavioral data in order to better serve students and to facilitate quality instruction. Classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident. The school has successfully established a safe, orderly and positive overall environment, including a positive relationship with the co-located school in its new leased facility.

1H. Professional Development: The school's professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers' pedagogical skills and content knowledge.

The school provides sufficient time, personnel, materials and funding to support a comprehensive professional development program. Professional development activities include sustained opportunities before and after the school year, as well as at various times throughout the school year through early student release. The content of the professional development program is supportive of and consistent with the school's mission and instructional programs, including the further development and implementation of the school's International Baccalaureate focused curriculum, collaborative learning strategies, advisory program and services to meet the needs of at-risk students. In addition, the professional development needs of individual teachers are supported through the implementation of individual professional development plans and establishment of performance goals for all staff. School leaders provide ample opportunities and guidance for teachers to plan curriculum and instruction as part of the overall professional development program, specifically the strategic use of the daily schedule that allows for various meetings in grade levels, departments and instructional coaching pairs.

2. C Organizational Capacity: The school organization effectively supports the delivery of the educational program.

The school organization effectively supports the delivery of the educational program. Lines of responsibility and accountability are clear as a result of carefully defined roles. Brooklyn Prospect actively recruits and retains quality staff committed to its mission. The school has begun to implement an effective teacher apprentice program in order to enhance its teacher pipeline and carefully develop instructional capacity. Currently, two teachers serve as apprentices and are provided structured immersion experiences in the school's classrooms. This includes initially supporting teachers to deliver lessons, progresses to co-teaching and when ready apprentice teachers may begin to take responsibility for teaching a section of a grade level/subject area. Eventually, school leaders intend that the apprentice model will yield future lead teachers who will be equipped with the experience delivering the

school's curriculum and instructional methods and will contribute to greater students learning and achievement.

In conjunction with the Board of Trustees, the school has revised its admissions policy in order to serve more economically disadvantaged students and to make progress towards meeting future enrollment and retention targets. The school systematically monitors and evaluates its programs using a variety of methods. For example, the school leader and the school board conduct surveys and reciprocal evaluations of themselves and the principal and other members of the instructional leadership team regularly monitor the implementation of the written curriculum and student achievement through the use of the school's assessment system described above. Finally, the school has remained very faithful to its mission and key design elements contained in its charter, including implementing the International Baccalaureate program, structured advisory and embracing diversity.

2. D. Oversight: The school board has worked effectively to achieve the school's mission and provide oversight to the total educational program.

The school board has adequate skills and expertise, including members with backgrounds in education, finance, real estate and law, as well as a parent representative, to provide rigorous oversight of the school. Board members display a thorough understanding of the school's academic Accountability Plan goals and the extent to which the school has met those goals thus far in sufficient depth to permit it to provide effective oversight. The board has set short and long term academic and operational goals, notably the acquisition and pending completion of its own facility. Further, the board conducts an annual evaluation of the school's executive director using clear and rigorous criteria consistent with the goals contained in its Accountability Plan and regularly reflects upon and evaluates its own performance.

APPENDIX A: RENEWAL BENCHMARKS USED DURING THE VISIT

*An excerpt of the State University Charter Renewal Benchmarks follows.
Visit the Institute's website at: <http://www.newyorkcharters.org/documents/renewalBenchmarks.doc> to see the complete listing of Benchmarks.*

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

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

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| <p>Renewal Benchmark 1C</p> <p>Curriculum</p> | <p>meet state performance standards.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school has a well-defined curriculum framework for each grade and core academic subject, which includes the knowledge and skills that all students are expected to achieve as specified by New York State standards and performance indicators; • the school has carefully analyzed all curriculum resources (including commercial materials) currently in use in relation to the school's curriculum framework, identified areas of deficiency and/or misalignment, and addressed them in the instructional program; • the curriculum <i>as implemented</i> is organized, cohesive, and aligned from grade to grade; • teachers are fully aware of the curricula that they are responsible to teach and have access to curricular documents such as scope and sequence documents, pacing charts, and/or curriculum maps that guide the development of their lesson plans; • teachers develop and use lesson plans with objectives that are in alignment with the school's curriculum; • the school has defined a procedure, allocated time and resources, and included teachers in ongoing review and revision of the curriculum; and • the curriculum supports the school's stated mission. |
| <p>State University Renewal Benchmark 1D</p> <p>Pedagogy</p> | <p>High quality instruction is evident in all classes throughout the school.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • teachers demonstrate subject-matter and grade-level competency in the subjects and grades they teach; • instruction is rigorous and focused on learning objectives that specify clear expectations for what students must know and be able to do in each lesson; • lesson plans and instruction are aligned to the school's curriculum framework and New York State standards and performance indicators; • instruction is differentiated to meet the range of learning needs represented in the school's student population, e.g. flexible student grouping, differentiated materials, pedagogical techniques, and/or assessments; • all students are cognitively engaged in focused, purposeful learning activities during instructional time; • learning time is maximized (e.g., appropriate pacing, high on-task student behavior, clear lesson focus and clear directions to students), transitions are efficient, and there is day-to-day instructional continuity; and • teachers challenge students with questions and assignments that promote academic rigor, depth of understanding, and development of higher-order thinking and problem-solving skills. |
| <p>State University Renewal Benchmark 1E</p> | <p>The school has strong instructional leadership.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school's leadership establishes an environment of high expectations for student achievement; |

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| <p>Instructional Leadership</p> | <ul style="list-style-type: none"> • the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge, pedagogical skills and student achievement); • the school's instructional leaders have in place a comprehensive and on-going system for evaluating teacher quality and effectiveness; • the school's instructional leaders, based on classroom visits and other available data, provide direct ongoing support, such as critical feedback, coaching and/or modeling, to teachers in their classrooms; • the school's leadership provides structured opportunities, resources and guidance for teachers to plan the delivery of the instructional program within and across grade levels as well as within disciplines or content areas; • the school's instructional leaders organize a coherent and sustained professional development program that meets the needs of both the school and individual teachers; • the school's leadership ensures that the school is responding to the needs of at-risk students and maximizing their achievement to the greatest extent possible in the regular education program using in-class resources and/or pull-out services and programs where necessary ; and • the school's leadership conducts regular reviews and evaluations of the school's academic program and makes necessary changes to ensure that the school is effectively working to achieve academic standards defined by the State University Renewal Benchmarks in the areas of assessment, curriculum, pedagogy, student order and discipline, and professional development. |
| <p>State University Renewal Benchmark 1F</p> <p>At-Risk Students</p> | <p>The school is demonstrably effective in helping students who are struggling academically.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school deploys sufficient resources to provide academic interventions that address the range of students' needs; • all regular education teachers, as well as specialists, utilize effective strategies to support students within the regular education program; • the school provides sufficient training, resources, and support to all teachers and specialists with regard to meeting the needs of at-risk students; • the school has clearly defined screening procedures for identifying at-risk students and providing them with the appropriate interventions, and a common understanding among all teachers of these procedures; • all regular education teachers demonstrate a working knowledge of students' Individualized Education Program goals and instructional strategies for meeting those goals; • the school provides sufficient time and support for on-going coordination between regular and special education teachers, as well as other program specialists and service providers; and • the school monitors the performance of student participation in support services using well-defined school-wide criteria, and regularly evaluates the effectiveness of its intervention programs. |
| <p>State University Renewal Benchmark 1G</p> <p>Student Order &</p> | <p>The school promotes a culture of learning and scholarship.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school has a documented discipline policy that is consistently applied; |

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| <p>Discipline</p> | <ul style="list-style-type: none"> classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident; low-level misbehavior is not being tolerated, e.g., students are not being allowed to disrupt or opt-out of learning during class time; and throughout the school, a safe and orderly environment has been established. |
| <p>State University Renewal Benchmark 1H</p> <p>Professional Development</p> | <p>The school’s professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers’ pedagogical skills and content knowledge.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program; the content of the professional development program dovetails with the school’s mission, curriculum, and instructional programs; annual professional development plans derive from a data-driven needs-assessment and staff interests; professional development places a high priority on achieving the State University Renewal Benchmarks and the school’s Accountability Plan goals; teachers are involved in setting short-term and long-term goals for their own professional development activities; the school provides effective, ongoing support and training tailored to teachers’ varying levels of expertise and instructional responsibilities; the school provides training to assist all teachers to meet the needs of students with disabilities, English language learners and other students at-risk of academic failure; and the professional development program is systematically evaluated to determine its effectiveness at meeting stated goals. |

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| <p>Renewal Question 2</p> <p>Is the School an Effective, Viable Organization?</p> | |
| <p><u>Evidence Category</u></p> | <p><u>State University Renewal Benchmarks</u></p> |
| <p>State University Renewal Benchmark 2A</p> <p>Mission & Key Design Elements</p> | <p>The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> stakeholders are aware of the mission; the school has implemented its key design elements in pursuit of its mission; and |

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| | <ul style="list-style-type: none"> the school meets or comes close to meeting any non-academic goals contained in its Accountability Plan. |
| <p>State University Renewal Benchmark 2B</p> <p>Parents & Students</p> | <p>Parents/guardians and students are satisfied with the school.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school has a process and procedures for evaluation of parent satisfaction with the school; the great majority of parents with students enrolled at the school have strong positive attitudes about it; few parents pursue grievances at the school board level or outside the school; a large number of parents seek entrance to the school; parents with students enrolled keep their children enrolled year-to-year; and the school maintains a high rate of daily student attendance. |
| <p>State University Renewal Benchmark 2C</p> <p>Organizational Capacity</p> | <p>The school has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school demonstrates effective management of day-to-day operations; staff scheduling is internally consistent and supportive of the school's mission; the school has established clear priorities, objectives and benchmarks for achieving its mission and Accountability Plan goals, and a process for their regular review and revision; the school has allocated sufficient resources in support of achieving its goals; the roles and responsibilities of the school's leadership and staff members are clearly defined; the school has an organizational structure that provides clear lines for accountability; the school's management has successfully recruited, hired and retained key personnel, and made appropriate decisions about removing ineffective staff members when warranted; the school maintains an adequate student enrollment and has effective procedures for recruiting new students to the school; and the school's management and board have demonstrated effective communication practices with the school community including school staff, parents/guardians and students. |

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| <p>State University Renewal Benchmark 2D</p> <p>Board Oversight</p> | <p>The school board has worked effectively to achieve the school’s mission and provide oversight to the total educational program.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school board has adequate skills and expertise, as well as adequate meeting time to provide rigorous oversight of the school; • the school board (or a committee thereof) understands the core business of the school—student achievement—in sufficient depth to permit the board to provide effective oversight; • the school board has set clear long-term and short-term goals and expectations for meeting those goals, and communicates them to the school’s management and leaders; • the school board has received regular written reports from the school leadership on academic performance and progress, financial stability and organizational capacity; • the school board has conducted regular evaluations of the school’s management (including school leaders who report to the board, supervisors from management organization(s), and/or partner organizations that provide services to the school), and has acted on the results where such evaluations demonstrated shortcomings in performance; • where there have been demonstrable deficiencies in the school’s academic, organizational or fiscal performance, the school board has taken effective action to correct those deficiencies and put in place benchmarks for determining if the deficiencies are being corrected in a timely fashion; • the school board has not made financial or organizational decisions that have materially impeded the school in fulfilling its mission; and • the school board conducts on-going assessment and evaluation of its own effectiveness in providing adequate school oversight, and pursues opportunities for further governance training and development. |
| <p>State University Renewal Benchmark 2E</p> <p>Governance</p> | <p>The board has implemented and maintained appropriate policies, systems and processes, and has abided by them.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school board has established a set of priorities that are in line with the school’s goals and mission and has effectively worked to design and implement a system to achieve those priorities; • the school board has in place a process for recruiting and selecting new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; • the school board has implemented a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with those set forth in the charter—and consistently abided by them through the term of the charter; • the school board has generally avoided creating conflicts of interest where possible; where not possible, the school has managed those conflicts of interest in a clear and transparent manner; • the school board has instituted a process for dealing with complaints (and such policy is consistent with that set forth in the charter), has made that policy clear to |

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| | <p>all stakeholders, and has followed that policy including acting in a timely fashion on any such complaints;</p> <ul style="list-style-type: none"> • the school board has abided by its by-laws including, but not limited to, provisions regarding trustee elections, removals and filling of vacancies; • the school board and its committees hold meetings in accordance with the Open Meetings Law, and minutes are recorded for all meetings including executive sessions and, as appropriate, committee meetings; and • the school board has in place a set of board and school policies that are reviewed regularly and updated as needed. |
| <p>State University Renewal Benchmark 2F</p> <p>Legal Requirements</p> | <p>The school has substantially complied with applicable laws, rules and regulations and the provisions of its charter.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • during its charter period, the school has compiled a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL, and Open Meetings Law; • at the time of renewal, the school is in substantial compliance with the terms of its charter and applicable laws, rules and regulations; • over the charter period, the school has abided by the terms of its monitoring plan; • the school has designed and put in place effective systems and controls to ensure that legal and charter requirements were and are met; and • the school has an active and ongoing relationship with in-house or independent legal counsel that reviews relevant policies, documents, transactions and incidents and makes recommendations and handles other legal matters as needed. |