



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
OUR WORLD NEIGHBORHOOD
CHARTER SCHOOL*

Charter Schools Institute

Report on the Charter Schools Institute's Review of the State University of New York's Charter Schools

Report prepared for the State University of New York's Charter Schools Institute

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Report Date: February 24, 2017

Visit Date: September 26-27, 2016

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the Appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Our World Neighborhood Charter School and renew Our World Neighborhood Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 779 students.

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS



In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Our World Neighborhood Charter School ("Our World") received its original charter on March 19, 2001 and the SUNY Trustees approved initial

3. SUNY Renewal Policies
(p. 14).

4. See New York Education
Law § 2852(2).

and subsequent full-term renewals in 2007 and 2012, respectively. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Our World makes good faith efforts to meet its enrollment and retention targets.

Our World plans to continue the following recruitment and retention strategies to meet its targets:

- posting flyers and notices in English and Spanish at local venues in the community, including large public housing developments;
- conducting open houses at organizations that serve economically disadvantaged and/or immigrant youth and families in Community School District (“CSD”) 30;
- creating press releases and engaging in outreach to relevant media outlets including minority and foreign language media;
- recruiting from identified preschools that serve children with special needs;
- mailings of applications to targeted zip codes with a predominance of low income and immigrant families;

RENEWAL RECOMMENDATION

- canvassing CSD 30 neighborhoods, specifically areas with New York Housing Authority (“NYCHA”) housing or other subsidized housing;
- utilizing social media to reach residents of CSD 30;
- highlighting the inclusiveness of the school’s program, as well as the comprehensive academic intervention program for ELLs, students with disabilities, and students that struggle academically, during information sessions and open houses; and,
- leveraging existing relationships with organizations that provide services to immigrant families and families of children with disabilities.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of the public comments submitted to the Institute appears in Appendix C.



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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Our World on January 23, 2001. The school opened its doors in the fall of 2002 initially serving 450 students in Kindergarten through 5th grade. The school is authorized to serve 783 students in Kindergarten - 8th grade during the 2016-17 school year and plans to continue to serve students in Kindergarten - 8th grade with a projected total enrollment of 779 students in the next charter term. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. The elementary school (Kindergarten - 5th grade) is located at 36-12 35th Avenue and the middle school (6th - 8th grade) is located at 31-20 37th Street both in Astoria, New York. Both privately leased sites are located in CSD 30.

The SUNY Trustees approved Our World's application to operate an additional school (Our World Neighborhood Charter School 2) on June 13, 2016, and the not-for-profit education corporation was re-named "Our World Neighborhood Charter Schools." The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools or merger with one or more education corporations.

The mission of Our World is:



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

EXECUTIVE SUMMARY

Our World's stable, long established administrative structure and instructional leadership provide significant instructional support and oversight. Many of the school's leaders have been in place throughout this charter term enabling leaders to collaborate in a significant and systematic way. This has led to clear systems for analyzing assessment data, providing lesson plan feedback, and supporting at-risk students. Despite the fact that Our World is in its 14th year, the school continues to innovate and make changes to its academic program including adding a Science, Technology, Engineering, Arts, and Mathematics ("STEAM") program and new integrated co-teaching ("ICT") classes during the 2016-17 school year.

There remain a few areas in need of improvement. Our World's board does not evaluate its own performance, engage in board training, or have a training process for new board members. A minority of teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and a visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

NOTEWORTHY

In 2015-16, a laudable 93% of Our World's 4th graders scored at or above proficiency on the state science exam. The same year, 53% of 4th graders exceeded grade level expectations by performing at Level 4 (the highest level possible).

SUNY Charter Schools Institute
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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

In its third charter term, Our World has proven to be an academic success. The school consistently met or exceeded its key Accountability Plan goals since throughout the current charter term. Based on evidence collected throughout the renewal process and during the renewal visit, the school organization and its academic program are strong, effective, and supported by high quality leadership.

At the beginning of the Accountability Period,⁵ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

5. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of a subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

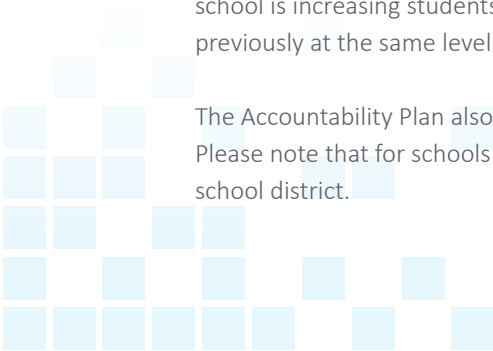
7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Our World did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Our World relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Our World's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Our World's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.



The Accountability Plan also includes science and No Child Left Behind Act (NCLB) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Our World has consistently met its academic Accountability Plan goals throughout the charter term. The school has exceeded the benchmarks for nearly all of its measures under its key academic accountability goals for ELA and mathematics throughout the current charter term. Our World has also met its science and NCLB goals throughout the charter term.

Our World has met its ELA Accountability Plan goal throughout the charter term. Although the absolute percentage of students scoring at or above proficiency fell below the school's benchmark of 75%, Our World posted comparative and growth scores that exceed the school's Accountability Plan targets. Comparatively, Our World outscored the district every year since 2011-12. Relative to schools throughout the state enrolling similar concentrations of economically disadvantaged students, Our World performed higher than expected to a large degree during every year in the charter term. Our World posted comparative average growth scores throughout the charter term indicating that, each year, the school grows the ELA knowledge and ability of its students at a rate commensurate with schools enrolling students with similar baseline scores.

Our World met its mathematics goal during each year in the charter term. In 2011-12, prior to the state introducing revised assessments, Our World posted a mathematics proficiency rate of 80%, exceeding its target of 75% and outscoring the district by 10 percentage points. Since that year, the school's absolute performance fell below the benchmark of 75% but continued to outpace the district, thereby exceeding the target for the district comparison measure. The school also met the target for its other comparative measure in mathematics by posting effect sizes demonstrating that it performed higher than expected to a large degree throughout the charter term. Also throughout the charter term, Our World's comparative growth scores exceeded the target average percentile of 50 and exceeded the standard for that measure.

Our World met its science goal throughout the charter term. Each year, the school's performance as measured by the state's 4th grade and 8th grade science assessments exceeded the absolute benchmark of 75% of students performing at or above proficiency. The school's science performance also exceeded the district's during every year in the charter term.

Our World met its NCLB goal throughout the charter term. The school was not identified as a school in need of a local assistance plan, a focus school, or a priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

	2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services	(53)	(59)	(74)
RESULTS			
Tested on State Exams (N)	(44)	(42)	(46)
Percent Proficient on ELA Exam	13.6	9.5	19.6
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(42)	(49)	(49)
RESULTS			
Tested on NYSESLAT [*] Exam (N)	(42)	(49)	(45)
Percent 'Commanding' or Making Progress [†] on NYSESLAT	38.1	30.6	28.9

^{*} New York State English as a Second Language Achievement Test, a standardized state exam.

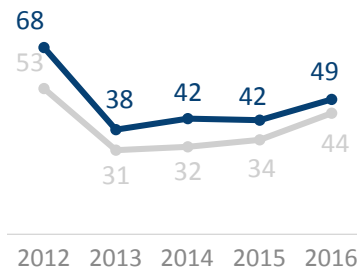
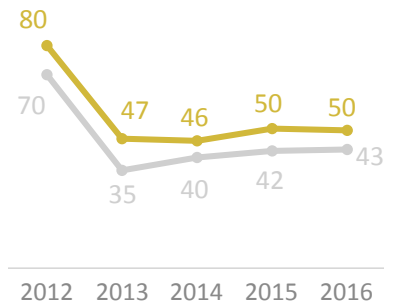
[†] Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

ACADEMIC
PERFORMANCE

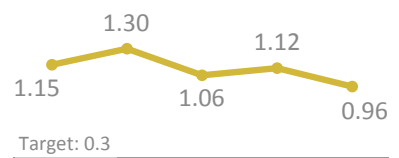
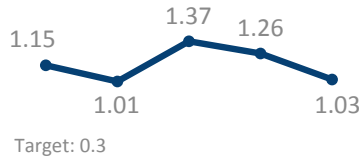
OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

REQUIRED MEASURE
DESCRIPTION

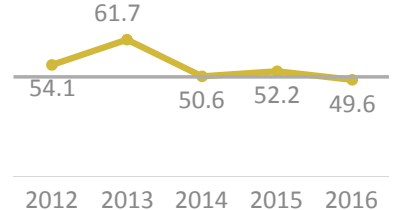
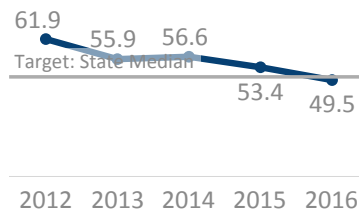
Comparative Measure: District Comparison. Each year, the percentage of students at Our World in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 30**.

ENGLISH LANGUAGE ARTS
ACCOUNTABILITY PLAN GOALMATHEMATICS
ACCOUNTABILITY PLAN GOAL

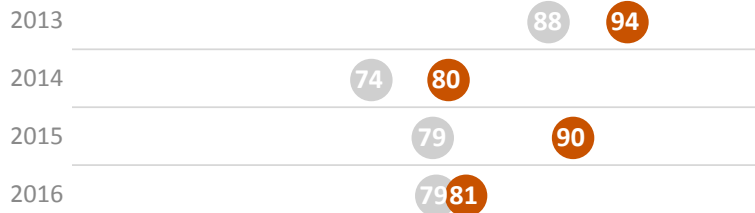
Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.

SCIENCE
ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

**SUNY
RENEWAL
BENCHMARK
1B**

Our World has an effective assessment system that improves instructional effectiveness and student learning. The school has a valid and reliable process for scoring their assessment suite and makes results available to all stakeholders. School leaders and teachers report using results to guide their practice while regularly communicating results to parents.

- Our World regularly administers a set of valid and reliable assessments aligned to the school's curriculum and state performance standards. The school administers standardized assessments such as the Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP") in addition to summative and formative assessments. Summative quarterly assessments and midterms and finals for 7th and 8th grades target the curriculum and standards taught in the prior term. The school has a robust review process in which the principal or assistant principal reviews all assessments in addition to specialized reviews by subject area coaches and relevant special education staff.
- The school has a valid and reliable process for scoring and analyzing assessments. The school has utilized staff coaches and external consultants to calibrate scoring with teachers. Teachers score on demand diagnostic and summative writing assessments using a rubric. Our World trains teachers to rate the assessments using a norming process that allows teachers to compare scores. Coaches and consultants, through training, observations, and feedback, prepare teachers to administer running records with validity and reliability.
- The school makes assessment data accessible to teachers and school leaders. For each grade and subject, coaches create a student data spreadsheet populated with NWEA MAP, iReady, reading level, and quarterly assessments. The entire school staff accesses this data to inform strategies that improve instruction and create student groupings. Teachers collect additional data with their class assessments such as vocabulary quizzes and fluency checks. Teachers have access to students' academic performance in the form of portfolios and the academic record on Power School.
- Teachers use assessment results in numerous ways to meet students' needs. Earlier in the charter term, teachers recognized students were not sufficiently fluent in mathematics facts and created a "Math Facts Honor Roll." Teachers use the NWEA MAP

ACADEMIC PERFORMANCE

data to identify specific skills and create small groups for targeted reteaching. Some teachers report reviewing exit tickets to determine which students need particular support the following day.

- School leaders and lead teachers use assessment results to evaluate teacher effectiveness and develop professional development and coaching strategies and to identify which teachers need additional support. Trends in assessment data indicated a deficiency in problem solving, which became a topic for a professional learning community (“PLC”). Data analysis leading up to the 2016-17 year resulted in a school wide focus on writing across the subject areas.
- The school regularly communicates to parents and guardians about their students’ progress and growth. The school distributes report cards at the end of each quarter, supplemented by mid-quarter progress reports. Our World schedules parent teacher conferences, to which students are also invited, twice a year using an electronic system to facilitate families’ ability to meet with as many teachers as appropriate given their children’s grades and needs. Parents can log on to the electronic system to view student grades and assessment scores.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Our World’s curriculum structure and processes support teachers in their instructional planning. Teachers effectively use scope and sequence documents to guide instructional planning. Teachers utilize school leader and coach feedback in addition to teacher collaboration time to enhance the school’s curriculum.

- Our World has a curriculum framework with student performance expectations that provides a fixed, underlying structure aligned to state standards and across grades. Both school leaders and teachers have defined clear expectations for student success using standards aligned assessments.

- The school's subject area coaches create scope and sequence documents for each grade and subject area based on scope and sequences and other curricular materials from the NYCDOE. Coaches adapt the city's documents to incorporate recommendations for core curricular materials to use including the Go Math! and Teachers College Reading and Writing Project curricula. The school presents this guidance in Performance Plus, an online platform teachers access.
- Grade level teams work together to plan lessons based on the scope and sequence documents. In the elementary school, teachers collaborate during grade level meetings, distribute the assignments of writing lessons for each subject, then modify the lessons in order to differentiate for the needs of their classes. Within this framework, teachers know what to teach and when to teach it based on these documents.
- Our World has a process for selecting, developing and reviewing its curricular documents and its resources for delivering the curriculum. In recent years, the school's updates have included changing to Go Math! from Investigations to help ensure alignment with state standards while increasing the volume of practice for students.
- Teachers plan purposeful and focused lessons supported by feedback from instructional leaders. Key instructional leaders including coaches, reading intervention specialists, and members of the special education team review lesson plans to provide teachers positive praise and constructive critique. Leaders review plans to ensure that teachers will teach required standards prior to the state exams as well as to provide feedback on school or grade wide focus areas. Teachers incorporate feedback and make adjustments to their plans.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Our World has a strong teaching staff with demonstrated proficiencies in a number of instructional strategies. Lessons are purposeful and most classrooms maintain focused learning environments. However, few teachers regularly challenge students to develop depth of understanding or higher order thinking skills. As shown in the chart below, during the school visit, Institute team members conducted 22 classroom observations using a defined protocol used in all school evaluation visits.

SUNY
RENEWAL
BENCHMARK
1D

ACADEMIC
PERFORMANCE

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE									Total
		K	1	2	3	4	5	6	7	8	
CONTENT AREA	ELA	1	1	1	1	1	1	1	1		8
	Math	1	1		1	1	2		1		7
	Science			2					1		3
	Soc Stu							1		1	2
	Specials						1			1	2
	Total	2	2	3	2	2	4	2	3	2	22

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (21 of 22 lessons observed). Teachers communicate teaching points to students by posting them on the board or explicitly stating them during the lesson. Instructional activities closely align with the stated objective. In many classes, teachers make explicit links to prior lessons.
- In the majority of the school's classrooms, teachers effectively use techniques to check for student understanding (15 of the 22 lessons observed). Several teachers are skillful at checking for understanding. In one instance, students completed their assignment on laptops, linked to Google Classroom, which allowed the teacher to view and project the work of volunteers and "non-volunteers." In several classrooms, teachers reviewed students' work, conferred with some students individually, and periodically called the class's attention to a clarification of the teaching point. In some observed lessons that did not meet the criteria for effectively checking for understanding, teachers only called on volunteers and did not employ a technique to determine the understanding of all students in the class.
- A minority of teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher order thinking and problem solving skills (6 of 22 lessons observed). Notable exceptions included an ELA lesson in which the teacher guided students to illustrate the connection between their text evidence and their theories. Students rarely worked together; for example, in only one math lesson, students worked in groups to solve problems, report out, and defend their answers. Students did not have the opportunity to investigate open ended problems by working in student pairs or small groups.

- Most teachers establish and maintain a classroom environment with a consistent focus on learning (17 of 22 lessons observed). In these classes, transitions were efficient, directions were clear, and materials were readily available. Teachers used techniques that included projecting student work, modeling skills and utilizing graphic organizers to focus students' attention on lesson activities. In five observed classrooms, teachers struggled with pacing and directions and many students exhibited low level misbehavior and off-task conversations with classmates.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Our World has strong instructional leadership. The school has established a robust instructional leadership structure in which school leaders, coaches, special education specialists, and English as a second language ("ESL") specialists work in collaboration to support teachers and improve instructional programs.

- The school's leadership establishes an environment of high expectations for teacher performance in content knowledge and pedagogical skills and in which teachers believe that all students can succeed. School leaders and teachers set expectations for student success using assessment results from state exams, assessment rubrics and benchmark reading levels. Leaders set high expectations for social and emotional development through targeted training.
- The instructional leadership supports the development of the teaching staff. The principal and assistant principal provide effective support for teachers. Seven subject specific instructional coaches, with specializations in ELA, mathematics, science and social studies, also provide direct support to teachers. In addition, the special education director and ELL coordinator provide specialized guidance to teachers for support with students with disabilities and ELLs.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Grade level teams meet with content coaches once a month on a rotating cycle of ELA, mathematics, and science or social studies. Grade levels have one to two common preps per week at the elementary school and two at the middle school. The full faculty convenes weekly for after school professional development.

**SUNY
RENEWAL
BENCHMARK
1E**

ACADEMIC PERFORMANCE

- Instructional leaders implement a comprehensive professional development program that develops teacher competencies and skills. Teachers report that professional development activities, held prior to the school year in addition to ongoing weekly sessions, are topics related directly with classroom practice. Each year, the school holds a pre-service week in August for the whole staff, supplemented by an additional week for new teachers. There is a professional development calendar for the year with a rotating schedule that includes data days and PLCs.
- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. For the past four years, the school has a systematic approach to teacher evaluation based on the Danielson framework. Teachers are familiar with the criteria and processes.
- Instructional leaders have systems to hold teachers accountable for quality instruction and student achievement. Instructional leaders review student data with all teachers. Instructional leaders meet with more struggling teachers weekly and provide additional coaching. The leadership team discusses teacher performance regularly and determines teachers that require more coaching and support.

SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Our World has established a comprehensive system of services to meet the educational needs of at-risk students. In addition to special education services, the school's intervention staff works in collaboration with classroom teachers to provide appropriate instruction within the general education program.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and those struggling academically. The school's student intervention team ("SIT") uses a Response to Intervention ("RtI") approach to identification and intervention. This team is comprised of the student, the student's parents, school leader, social worker, special education director, and additional specialists, if needed. Students and parents only have access to information that pertains to that particular student. For ELLs, the school follows appropriate procedures including the Home Language Identification Survey and New York State Identification Test for English Language Learners ("NYSITELL").

- Our World has adequate intervention programs to meet the needs of at-risk students. Students in 5th – 7th grade with identified special needs receive services in integrated co-teaching (“ICT”) classrooms while students in Kindergarten – 4th grade and 8th grade have classes with special education teacher support services (“SETSS”). Three reading specialists supplement the special education staff. The school offers intervention starting in first grade with Reading Recovery, Reading Rescue, and Leveled Literacy Intervention (“LLI”). The after school program offers homework assistance in addition to intervention in mathematics and ELA. Two ESL teachers use push-in and pull-out services to meet mandated requirements.
- The school adequately monitors the progress and success of at-risk students. In addition to the RtI process used to monitor students, mathematics and ELA coaches have student data trackers that school leaders use to monitor student performance. For example, when school leaders noticed deficiencies in the SETSS model, they began the transition to ICT classes. The special education director, who supervises all intervention teachers, reports that each member of her team has a tracker for their students to monitor growth and students’ Individual Education Plan (“IEP”) goals.
- General education teachers work in collaboration with specialists to provide effective strategies to support students within the general education program. The school is transitioning to ICT classes to better serve all students within the general education program. Interviews indicate that teachers are aware of their students’ progress toward meeting IEP goals, achieving English proficiency, or school-based goals for struggling students. The school provides adequate training and professional development to help teachers meet students’ needs. At the beginning of the year, an “IEP at a Glance” training familiarizes teachers with all of their students’ goals. The special education director utilizes the trainings available with the special education and ELL consortia to develop staff capacity to serve all students.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff. SETSS, ICT and general education teachers and support staff attend weekly grade level meetings. Teachers share and receive feedback on their lesson plans from support teachers, and support teachers see their feedback incorporated into lessons.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Our World is an effective and viable organization that successfully delivers a robust educational program. School leaders reflect on the academic program and make changes when necessary.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Our World is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Our World's mission and key design elements are largely but not fully in evidence at the time of renewal. In regard to the mission, the school provides experiential and social justice learning opportunities to its students, but a literacy-based curriculum through inquiry-based learning is not prevalent in the school's ELA and mathematics instruction. The school has established many of the key design elements including the implementation of a robust intervention program.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. This year, 45% of families who received the survey responded. The overwhelming majority of survey respondents (94%) indicate satisfaction with the school. However, the survey data may not be useful in framing the results as representative of the school community given the response rate of 45%.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 12 parents in attendance at the focus group indicated strong loyalty and satisfaction with the school. Parents believe the school keeps them well informed of their child's learning and achievement through online reporting, regular teacher emails and report

cards issued four times annually, supplemented with mid-quarter progress reports. Parents appreciate that teachers attempt to customize instruction for individual student needs, the school's annual stage production and arts instruction, the school's assistance with high school placement, and the community feeling that the school and its founder cultivate. Parents unanimously agreed that enrolling their students at the school was a good decision.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 91% of Our World students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or state wide context.

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

The school organization effectively supports the delivery of the educational program. The school has an established administration and leadership structure. The school is thoughtful in reflecting on program implementation and making necessary change to meet student needs.

- The school has a long established administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. The school has a robust administrative structure including an executive director, principal, assistant principal, director of finance, operations manager, multiple instructional coaches, two deans, human resources director, technology director, special education director and two guidance counselors. The substantial operations staff enables the principal, assistant principal and instructional coaches to dedicate most of their time to instructional matters.
- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The school's executive director oversees all academic and operational aspects of the school. The principal primarily manages the instructional program at the middle school campus, while the assistant principal supervises the elementary school instructional program. Teachers are clear on whom to report for what.
- The school has a clear student discipline system in place. The school implements school-wide and classroom-specific discipline procedures. The school's deans determine consequences for student misbehaviors on a case-by-case basis.

SUNY
RENEWAL
BENCHMARK
2C

ORGANIZATIONAL PERFORMANCE

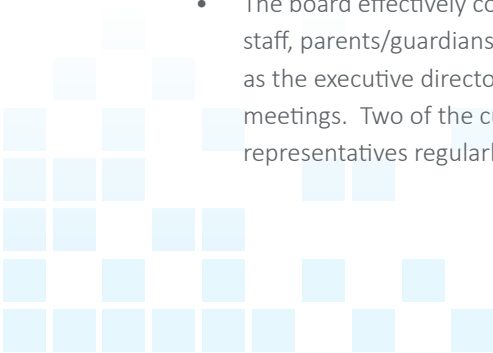
- Leaders are deliberate in their attempts to retain high quality staff. The school pays its teachers a salary that is competitive with the NYCDOE salary scale. The school promotes its teachers to leadership positions; most of the school's instructional coaches are former Our World teachers.
- The school has allocated sufficient resources to support the achievement of goals. Teachers report receiving all supplies and resources they need and that the school expeditiously meets teachers' requests for additional supplies and resources.
- Our World maintains adequate enrollment. At the time of the visit, the school enrolled 725 students and reported a waitlist of 1,795 students.
- The school does not have procedures or particular recruitment efforts in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs, and students who qualify for FRPL. Though the school does not have specific recruitment targets for student subgroups, the school advertises in foreign language newspapers and promotes open houses for prospective parents in multiple languages. Though the school has no specific retention targets for student subgroups, the school retains above 90% of its students.
- The school regularly monitors and evaluates the school's programs and makes changes if necessary. In 2016-17, school leaders are incorporating more technology into classrooms by implementing a program with a STEAM Coordinator that helps incorporate science and technology activities and principles into teachers' curricular plans. Based on an analysis of reading scores and determining a need to increase reading proficiency, in 2016-17 the school implemented two new and additional reading programs. Also in 2016-17, the school implemented the ICT program to better integrate special education students into general education classrooms.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Our World Neighborhood Charter Schools board provides oversight of Our World's academic program and finances. However, the board does not evaluate its own performance, engage in board training, or have a training process for new board members.

- Board members possess adequate skills and have put in place structures and procedures to govern and oversee management of the school. Board members possess varied and pertinent skills and expertise including backgrounds in education, finance and law. The board has several standing committees including an executive committee, education committee, development committee, facilities committee, finance and administration

committee and audit committee. Many of the standing committees meet monthly and report to the full board with suggested next steps.

- The board requests and receives sufficient information to provide oversight of its academic program and finances. The executive director and other staff members regularly present academic information, including recent assessment results, to the education committee and full board. The school's director of finance presents quarterly financial reports to the board.
 - The board has a strategic plan in place. Twice a year, the board meets to examine its five year goals and determine to what extent the school is meeting those goals. When asked to summarize the goals during the board interview, board members provided a long list of goals including: performing better than the local district; maintaining a positive school culture; valuing the liberal arts curriculum; having a well functioning parent organization; being a fiscally sound school; and unifying the two campuses into one building.
 - The board successfully recruits, hires, and retains key personnel. The board maintains a governance, rather than managerial, role. The only personnel decision the board makes is in regard to the executive director, who is the founding executive director in his 16th year at the school.
 - The board evaluates the school leader's performance but not its own performance. The executive committee evaluates the executive director though the board is currently modifying the process to encourage the executive director to provide more measurable goals. The board has not yet instituted a formal process or mechanism to evaluate its own effectiveness.
 - The board does not regularly engage in board development and training sessions nor has a training process for new members. The board does not have its members attend board development or training sessions. The board has no formal training process for new members though the board encourages potential new board members to attend multiple board meetings to better understand the role and requirements of a board member.
 - The board effectively communicates with its stakeholders including school leadership, staff, parents/guardians and students. The board communicates with school leadership as the executive director, principal and assistant principal regularly attend board meetings. Two of the current board members are parents. Parent teacher organization representatives regularly attend board meetings.
- 

ORGANIZATIONAL PERFORMANCE

SUNY RENEWAL BENCHMARK 2E

DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports on each program including fiscal, academic performance and non-academic trends.
- The board successfully applied to replicate the school in the Spring of 2016 under the SUNY Trustees. Our World Neighborhood Charter School 2 is scheduled to open in the fall of 2017.
- The board uses a committee structure effectively. The board receives regular reports from the education, facilities, development, finance and administration, and audit committees.
- Through the education committee, the board regularly reviews and revises aspects of the academic program. For example, during the 2015-16 school year there was regular reporting on improving the programming and outcomes for ELL students.
- To ensure parental and teacher representation, there is a parent teacher organization that regularly reports to the board. In addition, three board positions are reserved for parent members and the executive committee requires at least one parent member.

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- **Complaints.** The Institute received several informal complaints regarding students records. The Institute directed the parents to the school's complaint policy and their rights under the Family Educational Rights and Privacy Act. Another informal complaint alleged that school staff had asked inappropriate questions regarding a student's parent. Upon following up with the school, it was learned that school staff was appropriately investigating suspected child abuse in their role as mandated reporters.

The Institute received two formal complaints. The first involved the provision of special education services, which a charter school shares with the student's district of residence. The complainant did not properly first bring the complaint to the education corporation board, however, the Institute did follow up to ensure that service providers were being secured and make-up services for any missed services would be offered. There was a delay in the NYCDOE providing related services providers. The parent was also reminded of the appropriate complaint procedures. The second formal complaint culminated in an Institute remedial order to correct school deficiencies. The Institute found the school inappropriately stated what records it kept regarding student disciplinary infractions; had not fully provided for, in policy and practice, due process for student suspension including the protocols for long term suspensions, had inappropriately required parent conferences prior to students' re-entry from suspension and had insufficient policies for discipline of students with disabilities.

SUNY
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BENCHMARK
2F

FISCAL PERFORMANCE



8. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Our World is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Our World has demonstrated fiscal soundness over the majority of the charter term.⁸

Our World has adequate financial resources to ensure stable operations. In June 2016, the SUNY Trustees approved a second school for Our World Neighborhood Charter Schools. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the two schools and finds it too is fiscally sound. As the second school plans to open in 2017, for purposes of renewal analysis, the Institute does not distinguish between the education corporation and its operating school.

The replication should allow the schools to realize efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology and public relations. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Our World has adequate financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices and the routine monitoring of revenues and expenses.

- Annual budget process is led by the executive director and requires input from the business manager and the academic leadership.
- The budget is presented for review to the board finance committee by the executive director and once the committee is satisfied, the budget is presented to the full board for approval.
- Implementation of the budget is the responsibility of the executive director.
- The next charter term projection reflects steady enrollment and stable budgets.

SUNY
RENEWAL
BENCHMARK
3A

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established and maintained appropriate fiscal policies, procedures and internal controls.

- Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, fixed assets, grants/ contributions, capitalization and accounting, procurement and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The executive director, key staff and the board work to ensure that the school follows established policies and procedures.
- The education corporation's most recent audit report of internal controls over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.
- In 2015, NYSED performed a nutrition program audit and reported various findings of paperwork inconsistencies, food shortages and food not being served at proper temperatures. The school responded with a corrective action plan that has been implemented. NYSED has not been back to follow-up on their report findings and the external auditor did not identify any paperwork weaknesses in the 2015-16 financial audit report.

**SUNY
RENEWAL
BENCHMARK
3B**

FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Our World has complied with reporting requirements.

- The school's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation consistently complies with all reporting requirements of the charter agreement.

SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations.

- Our World posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Our World has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits. Our World does receive contribution support but is not dependent upon such variable income for its financial needs.
- Our World prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly and retains approximately 2.4 months of cash on hand. As of June 30, 2016 the total net assets were over \$5.6 million.
- Our World has established the required separate bank account for the dissolution fund reserve of \$75,000.



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Albany, New York

SUNY Charter Schools Institute
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Albany, New York

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Our World is an academic success supported by an effective and viable organization. The education corporation is fiscally sound, and the board acts strategically to support the school in achieving its Accountability Plan goals. As such, the plans for a future charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

Plans for the Educational Program. Our World plans to implement the same core elements of its educational program that enabled the school to come close to meeting its Accountability Plan goals in the second charter term. These elements are likely to enable the school to meet or come close to meeting its goals in the next charter term.

Plans for Board Oversight & Governance. Trustees express interest in continuing to serve the school in the next charter term, and the board may add additional members in the future. The board will oversee the opening of Our World Charter School 2 in 2017-18.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Our World presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	783	779
Grade Span	K - 8	K - 8
Teaching Staff	57	58
Days of Instruction	190	190

The school intends to remain in the current leased facilities for both the lower and middle grades for the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

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APPENDICES

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DC^C
DISTRICT
COMMENTS

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FD^D
FISCAL DASHBOARD

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APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR

Dr. Jeanette Betancourt

VICE CHAIR

Melissa Chin

TREASURER

Charles Guadagnolo

SECRETARY

Maura Fitzgerald

TRUSTEES

Olubunmi Emigili

Dr. Manu Bhagavan

Sara Espanol

Richard Bogle, Esq.

SCHOOL LEADERS

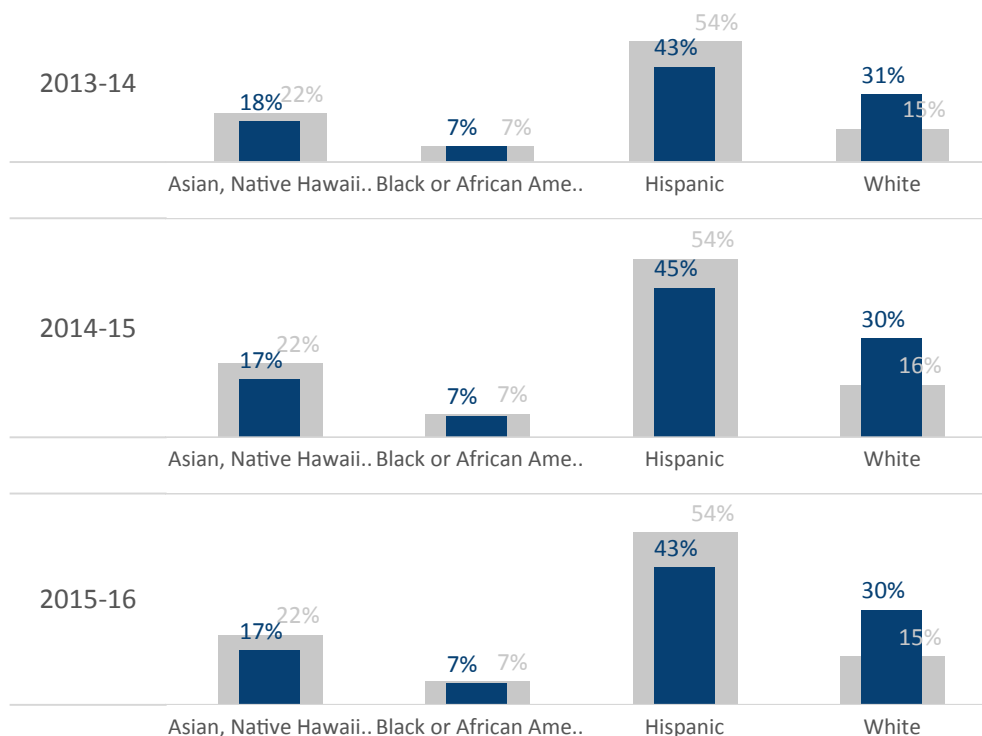
PRINCIPAL

Brian Ferguson (2012-13 to Present)

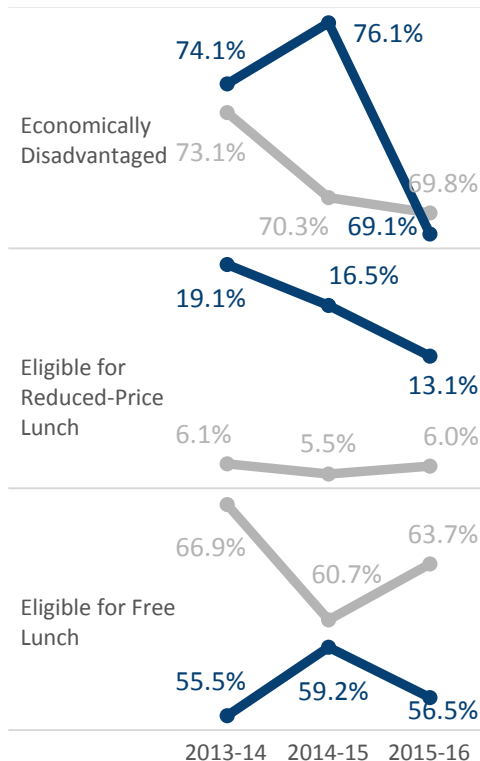
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	756	705	93%	K-8	K-8
2013-14	783	704	90%	K-8	K-8
2014-15	783	704	90%	K-8	K-8
2015-16	783	709	91%	K-8	K-8
2016-17	783	749	96%	K-8	K-8

STUDENT DEMOGRAPHICS: RACE/ETHNICITY



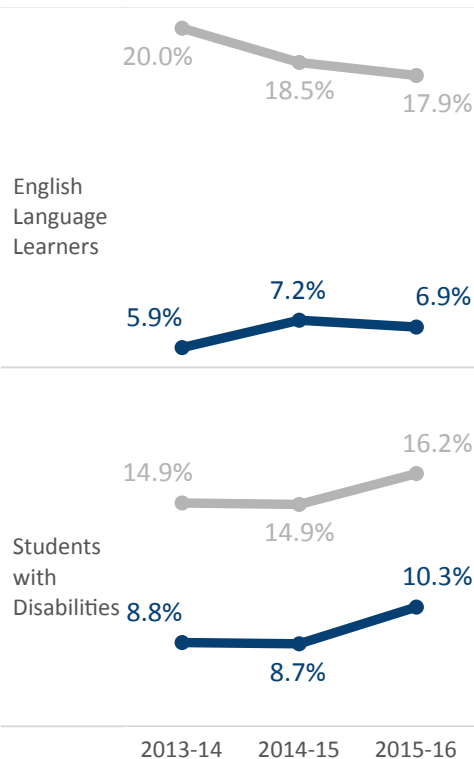
STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

Our World

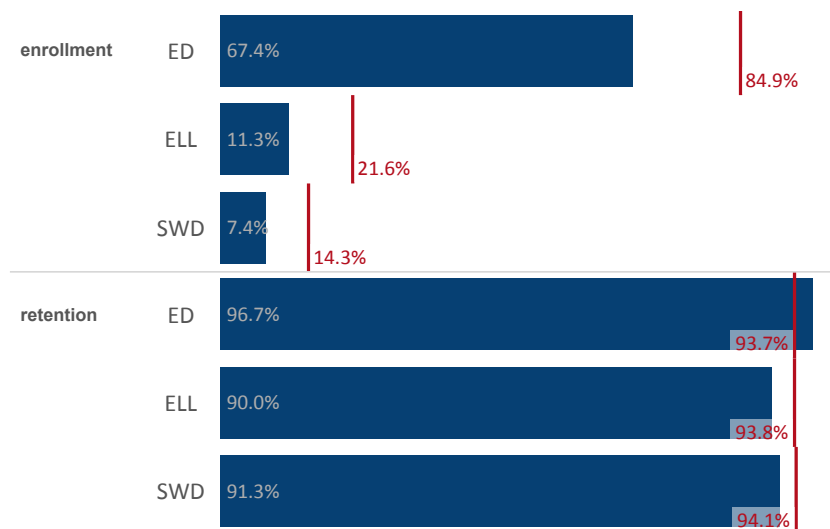
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS



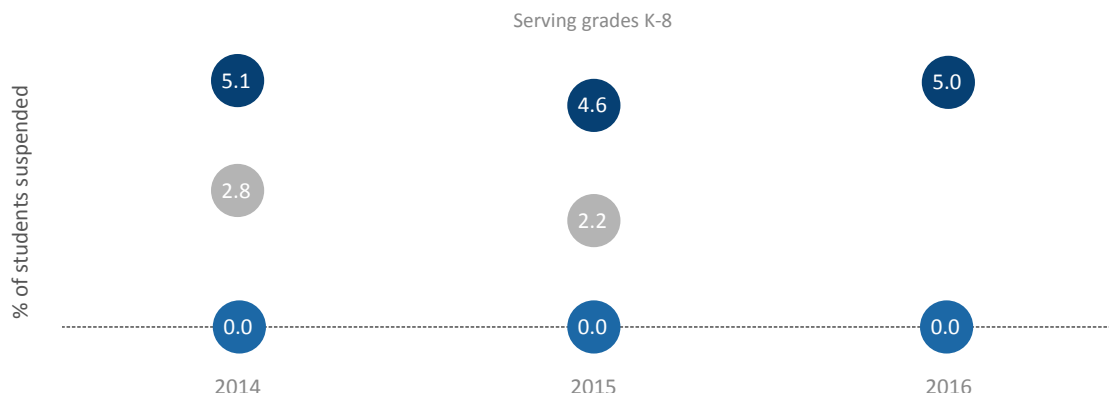
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

PERSISTENCE IN ENROLLMENT



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: OUR WORLD NEIGHBORHOOD CHARTER SCHOOL'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR.

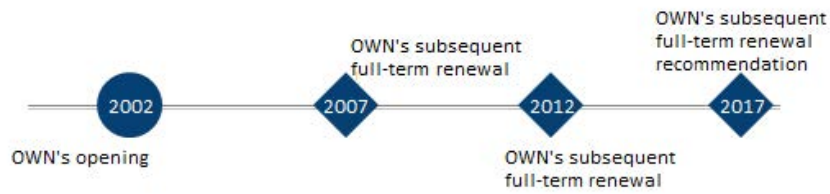
2013-14	2014-15	2015-16
0	0	0

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
45%	95%	94%	92%

APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

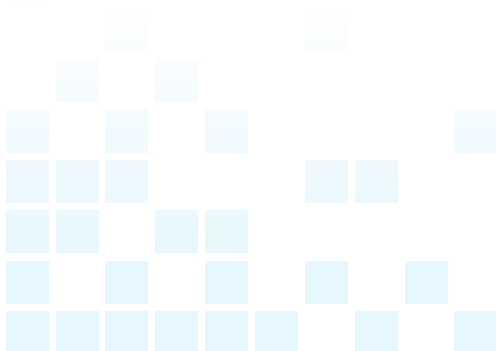
SCHOOL YEAR	VISIT TYPE	DATE
2001-02	Planning Year	Dec, 2001
2002-03	First Year	May 23, 2003
2003-04	Evaluation	January 29-30, 2004
2004-05	Evaluation	June 2, 2005
2006-07	Initial Renewal	October 21 - November 2, 2006
2008-09	Evaluation	April 7, 2009
2011-12	Subsequent Renewal	September 12-13, 2011
2016-17	Subsequent Renewal	September 26-27, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 26-27, 2016	Adam Aberman	External Consultant
	Hillary Johnson, Ed.D	External Consultant

KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
Emphasis on literacy across the curriculum;	+
Use of the Gradual Release of Responsibility Instructional Model (Workshop Model);	+
Use of assessments to inform instruction and develop and adjust individual learning plans for students;	+
Implementation of a robust intervention program;	+
An emphasis on a liberal arts education;	+
Investment in instructional staff;	+
Pillars of a positive community;	+
Responsive classroom and developmental design principles;	+
A longer school day and year; and,	+
Socio-economic diversity.	+



APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Our World Neighborhood Charter School

	2013-14 Grades Served: K-8				2014-15 Grades Served: K-8				2015-16 Grades Served: K-8				MET	
	All		2+ Years		All		2+ Years		All		2+ Years			
	Students		Students		Students		Students		Students		Students			
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)		
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	44.3 (79)	43.8 (73)		3	43.2 (81)	44.2 (77)		3	58.8 (80)	58.3 (72)			
	4	39.2 (79)	39.5 (76)		4	36.7 (79)	36.5 (74)		4	42.9 (77)	43.8 (73)			
	5	40.0 (80)	42.1 (76)		5	38.2 (76)	37.8 (74)		5	48.0 (75)	48.6 (70)			
	6	40.0 (75)	40.3 (67)		6	38.7 (75)	43.1 (65)		6	42.3 (71)	45.5 (66)			
	7	47.5 (80)	50.0 (72)		7	38.2 (76)	39.4 (71)		7	45.2 (73)	44.6 (65)			
	8	36.4 (77)	37.0 (73)		8	50.0 (66)	49.2 (65)		8	52.1 (71)	52.9 (70)			
	All	41.3 (470)	42.1 (437)	NA	All	40.6 (453)	41.5 (426)	NO	All	48.3 (447)	49.0 (416)	NO		
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO			
	3-8	123	89	YES	3-8	123	97	YES	3-8	136	104	YES		
	Comparison: Queens District 30					Comparison: Queens District 30					Comparison: Queens District 30			
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District			
	3-8	42.1	31.9	YES	3-8	41.5	34.5	YES	3-8	49.0	44.1	YES		
	Comparison: Queens District 30					Comparison: Queens District 30					Comparison: Queens District 30			
	% ED		Effect		% ED		Effect		% ED		Effect			
	Actual		Predicted		Actual		Predicted		Actual		Predicted			
	Size		Size		Size		Size		Size		Size			
	77.3		41.3		22.0		1.37		69.3		48.3			
	22.0		1.37		22.1		1.27		32.2		1.03			
	YES					YES					YES			
	<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State		
4		49.0			4	43.1			4	35.7				
5		60.2			5	50.5			5	53.2				
6		57.0			6	61.6			6	57.6				
7		65.4			7	59.9			7	54.3				
8		51.5			8	52.3			8	52.0				
All		56.6	50.0	YES	All	53.4	50.0	YES	All	49.5	50.0	NO		
Comparison: Queens District 30					Comparison: Queens District 30					Comparison: Queens District 30				
% ED		Effect		% ED		Effect		% ED		Effect				
Actual		Predicted		Actual		Predicted		Actual		Predicted				
Size		Size		Size		Size		Size		Size				

SCHOOL PERFORMANCE SUMMARY: Mathematics

Our World Neighborhood Charter School

ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	2013-14 Grades Served: K-8				MET	2014-15 Grades Served: K-8				MET	2015-16 Grades Served: K-8				MET
	All Students		2+ Years Students			All Students		2+ Years Students			All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)		Grades	% (N)	Grades	% (N)		Grades	% (N)	Grades	% (N)	
	3	58.2 (79)	60.3 (73)			3	53.1 (81)	54.5 (77)			3	65.0 (80)	65.3 (72)		
	4	51.9 (79)	50.0 (76)			4	62.3 (77)	63.0 (73)			4	66.2 (77)	66.7 (72)		
	5	47.5 (80)	48.7 (76)			5	42.7 (75)	43.8 (73)			5	50.7 (75)	52.9 (70)		
	6	54.7 (75)	53.7 (67)			6	50.7 (75)	52.3 (65)			6	38.0 (71)	39.4 (66)		
	7	46.3 (80)	47.2 (72)			7	47.4 (76)	49.3 (71)			7	53.4 (73)	53.8 (65)		
	8	18.2 (77)	16.4 (73)			8	29.7 (37)	27.8 (36)			8	10.9 (55)	10.9 (55)		
	All	46.2 (470)	46.0 (437)		NA	All	49.4 (421)	50.4 (395)		NO	All	49.4 (431)	49.8 (400)		NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO		YES	Grades	PLI	AMO		YES	Grades	PI	AMO		YES
	3-8	127	86			3-8	133	94			3-8	132	101		
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Queens District 30					Comparison: Queens District 30					Comparison: Queens District 30				
	Grades	School	District			Grades	School	District			Grades	School	District		
	3-8	46.0	40.0		YES	3-8	50.4	42.4		YES	3-8	49.8	42.9		YES
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED		Actual Predicted		Effect Size	% ED		Actual Predicted		Effect Size	% ED		Actual Predicted		Effect Size
	77.3	46.2	27.3	1.06		76.8	49.4	28.0	1.13		69.5	49.4	32.2	0.96	
	YES					YES					YES				
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State			Grades	School	State			Grades	School	State		
	4	44.7				4	54.6				4	50.9			
	5	47.4				5	43.4				5	49.4			
	6	54.6				6	56.6				6	44.6			
	7	55.8				7	58.8				7	70.7			
	8	51.2				8	42.6				8	26.3			
	All	50.6	50.0		YES	All	52.2	50.0		YES	All	49.6	50.0		NO

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

THE INSTITUTE RECEIVED A SUMMARY OF THE PUBLIC HEARING FROM THE NYCDOE, WHICH REPRESENTS THE COMMENTS FROM TWO SPEAKERS. THE SPEAKERS STATED THAT THE SCHOOL IS EXTRAORDINARY WITH GOOD CULTURE AND DIVERSITY. THEY NOTED THAT THE SCHOOL PROVIDES ADDITIONAL READING SUPPORT, EXTRA ATTENTION DURING CLASS TRANSITIONS AND GOOD STUDENT TRACKING AND SUPPORT INFRASTRUCTURE. THEY ADDED THAT THE SCHOOL IS HIGHLY RESPONSIVE AND A GOOD USE OF RESOURCES.



APPENDIX D: Fiscal Dashboard

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2002-03

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities
Grants and Contracts
State and local
Federal - Title and IDEA
Federal - Other
Other
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

2010-11	2011-12	2012-13	2013-14	2014-15
3,009,074	3,143,234	3,270,758	2,888,999	2,490,111
194,895	168,093	121,068	526,165	385,836
8,413	7,492	14,245	10,492	11,905
39,320	172,247	26,621	35,675	200,713
89,960	51,386	51,386	51,386	51,386
3,341,662	3,542,452	3,484,078	3,512,717	3,139,951
3,151,411	3,359,542	3,586,984	3,621,649	3,461,112
125,366	125,366	161,792	123,218	85,590
6,618,439	7,027,360	7,232,854	7,257,584	6,686,653

194,426	287,040	107,028	246,570	172,777
769,811	722,435	874,805	958,851	940,364
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
964,237	1,009,475	981,833	1,205,421	1,113,141
-	-	-	-	-
964,237	1,009,475	981,833	1,205,421	1,113,141

5,654,202	6,017,885	6,251,021	6,052,163	5,573,512
-	-	-	-	-
5,654,202	6,017,885	6,251,021	6,052,163	5,573,512
6,618,439	7,027,360	7,232,854	7,257,584	6,686,653

9,501,773	9,248,632	9,869,347	9,524,943	9,694,365
212,060	184,530	-	340,346	354,206

143,014	71,847	41,426	80,732	53,298
289,891	379,583	202,176	253,425	248,143
60,312	69,612	114,159	398,098	401,709
164,451	75,300	60,691	-	-
189,738	151,869	153,716	172,733	165,188
10,561,239	10,181,373	10,441,516	10,770,277	10,916,909

7,695,840	7,729,749	7,748,423	8,301,217	8,502,408
357,855	360,264	538,983	489,345	531,254
-	-	-	-	-
-	-	181,740	190,677	262,599
8,053,695	8,090,013	8,469,146	8,981,239	9,296,261
1,676,139	1,694,664	1,780,511	1,937,046	2,057,070
143,165	113,998	123,387	107,179	106,215
9,872,999	9,898,675	10,373,044	11,025,464	11,459,546
688,240	282,698	68,472	(255,188)	(542,637)

-	21,170	68,432	-	-
23,277	-	-	16,291	6,882
38,212	59,815	96,232	40,039	57,103
-	-	-	-	-
61,489	80,985	164,664	56,330	63,985

10,628,999	10,262,358	10,606,180	10,826,607	10,980,895
(6,271)	-	-	-	-
10,622,728	10,262,358	10,606,180	10,826,607	10,980,895

749,729	363,683	233,136	(198,858)	(478,651)
4,904,473	5,654,202	6,017,885	6,251,021	6,052,163
-	-	-	-	-
5,654,202	6,017,885	6,251,021	6,052,163	5,573,512

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	1,037,435	996,289	1,021,201	1,096,521	1,136,477
Instructional Personnel	4,407,148	3,830,100	4,123,908	4,135,091	4,398,217
Non-Instructional Personnel	86,541	577,214	714,439	657,116	764,151
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	5,531,124	5,403,603	5,859,548	5,888,728	6,298,845
Fringe Benefits & Payroll Taxes	1,295,549	1,246,398	1,234,368	1,375,938	1,527,098
Retirement	329,334	320,854	343,887	381,722	353,388
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	656,183	699,847	725,161	873,437	937,287
Staff Development	117,764	96,407	91,695	105,706	70,714
Professional Fees, Consultant & Purchased Services	352,767	463,955	399,410	579,640	441,447
Marketing / Recruitment	23,837	35,015	28,522	17,192	27,208
Student Supplies, Materials & Services	231,687	258,680	322,327	335,604	295,320
Depreciation	247,981	239,290	246,868	250,525	243,849
Other	1,086,773	1,134,626	1,121,258	1,216,973	1,264,390
Total Expenses	9,872,999	9,898,675	10,373,044	11,025,464	11,459,546

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	725	700	729	756	756
Revised Enroll	-	-	756	783	783
Actual Enroll - GRAPH 4	702	687	705	704	704
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

12,443	13,527	13,527	13,527	13,527
0.0%	8.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	15,047	14,821	14,811	15,299	15,514
Other Revenue and Support	88	118	234	80	91
TOTAL - GRAPH 3	15,134	14,939	15,044	15,379	15,605

Expenses

Program Services	11,474	11,776	12,013	12,757	13,211
Management and General, Fundraising	2,592	2,633	2,701	2,904	3,074
TOTAL - GRAPH 3	14,066	14,409	14,714	15,661	16,286
% of Program Services	81.6%	81.7%	81.6%	81.5%	81.1%
% of Management and Other	18.4%	18.3%	18.4%	18.5%	18.9%
% of Revenue Exceeding Expenses - GRAPH 5	7.6%	3.7%	2.2%	-1.8%	-4.2%

Student to Faculty Ratio

9.4	9.3	10.2	10.4	10.5
-----	-----	------	------	------

Faculty to Admin Ratio

4.7	5.3	4.9	4.3	3.9
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2.8	2.8	2.7	2.2	1.9
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2,377,425	2,532,977	2,502,245	2,307,296	2,026,810
22.4%	24.7%	23.6%	21.3%	18.5%
3.5	3.5	3.5	2.9	2.8
LOW	LOW	LOW	MEDIUM	MEDIUM
Excellent	Excellent	Excellent	Good	Good

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

3.4	3.3	3.5	2.9	2.6
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.1	0.1	0.1	0.2	0.2
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

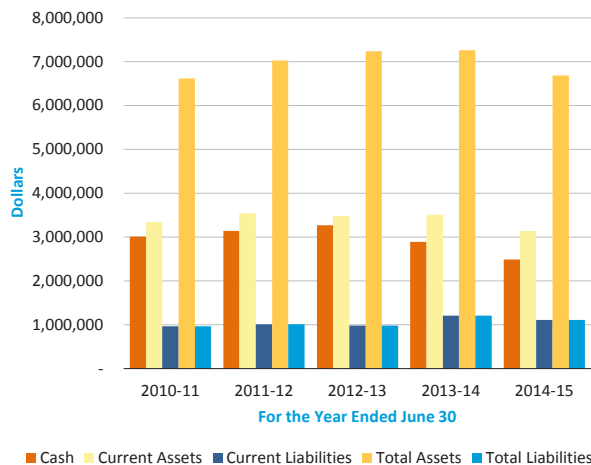
3.7	3.8	3.8	3.1	2.6
LOW	LOW	LOW	LOW	MEDIUM
Excellent	Excellent	Excellent	Excellent	Good

APPENDIX D: Fiscal Dashboard

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

GRAPH 1

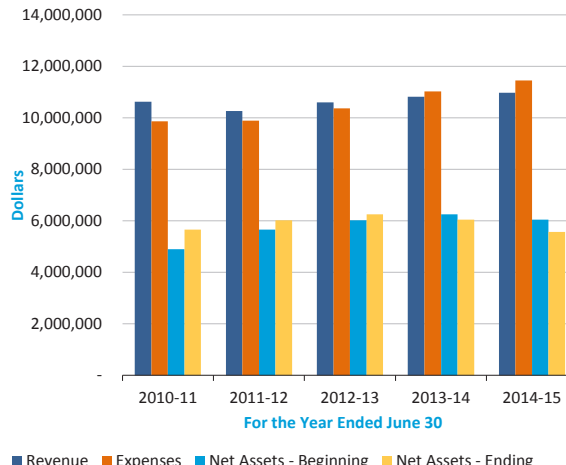
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

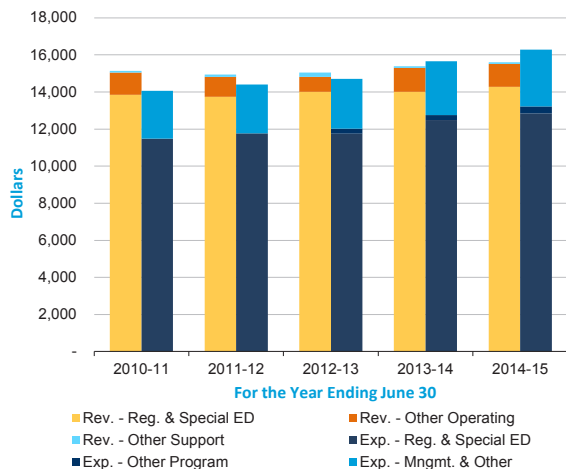
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

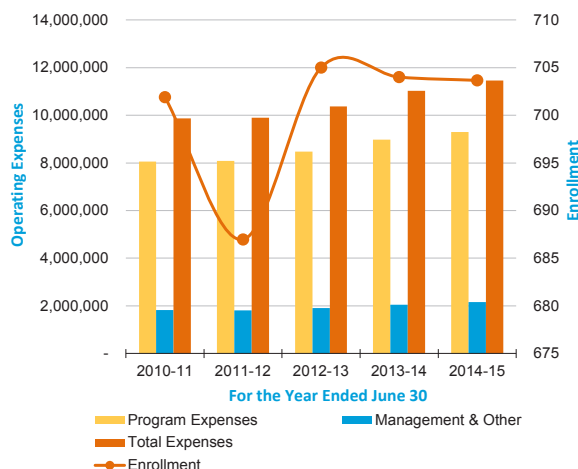
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



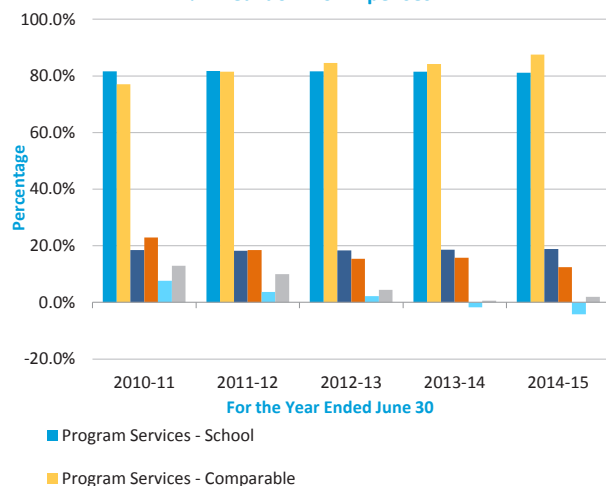
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

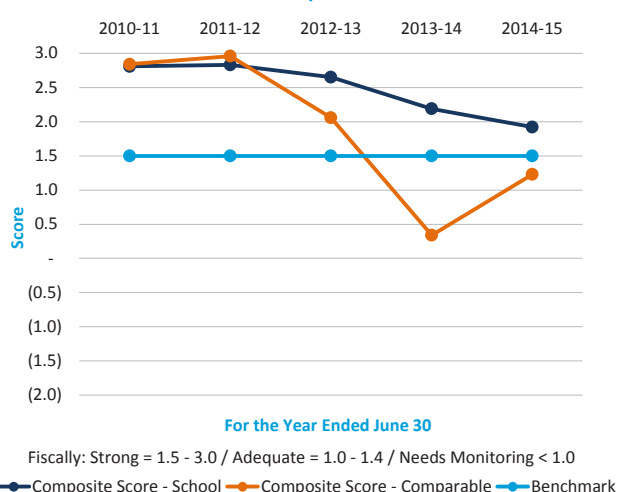
% Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

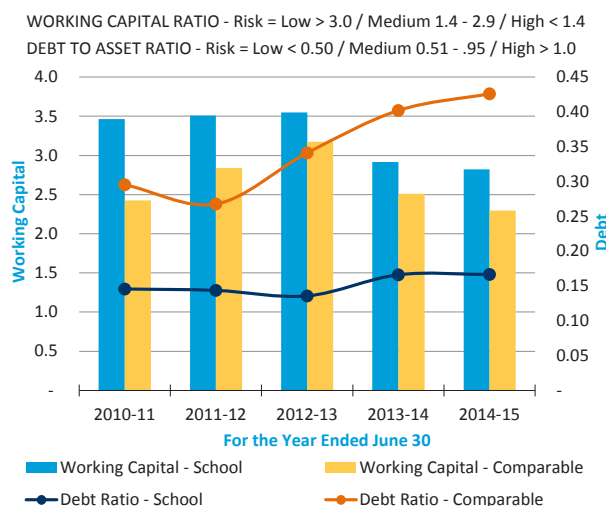
Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

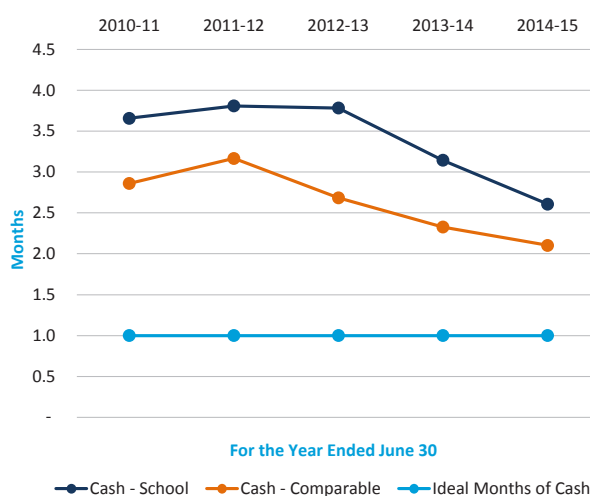
Working Capital & Debt to Asset Ratios



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

