



Ivy Hill Prep Road to Renewal - NYSED Renewal Benchmarks

BENCHMARKS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ACADEMIC SUCCESS					
<p>BENCHMARK 1: Student Performance</p> <ul style="list-style-type: none"> Meet or exceed indicators for academic proficiency. Proficiency compared to district. 	<input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Falls Below	<input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Falls Below	<input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Falls Below	<input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Falls Below	<input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Falls Below
<p>BENCHMARK 2: Teaching and Learning</p> <p>➤ CURRICULUM</p> <ul style="list-style-type: none"> System in place to cultivate shared accountability and high expectations. School has documented research-based and coherent curriculum and assessment that aligned to NYS learning standards. Teachers engage in strategic planning to address gaps in achievement to ensure consistent high achievement. Differentiated materials in curriculum to ensure all grade levels can master skills and concepts (including students with disabilities/ELL etc.). Curriculum is systematically reviewed and revised. 					



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<ul style="list-style-type: none"> ➤ INSTRUCTION <ul style="list-style-type: none"> • Staff has shared understanding of high-quality instruction which supports all learners. • Instruction fosters engagement with all students. • Differentiated instruction practices to ensure all learners have access to materials. • Staff provided with professional development to promote best practices and improve student success in all learning groups. ➤ ASSESEMENTS & PROGRAM EVAL <ul style="list-style-type: none"> • School uses formative, diagnostic and summative assessments. • Date driven approach. • School uses multiple measures to assess student progress toward meeting State learning standards. ➤ SUPPORTS DIVERSE LEARNERS <ul style="list-style-type: none"> • School follows NYSED approved identification for process for students with disabilities/ELL & MLL. • School provides supports to meet academic needs for all levels. 					



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<ul style="list-style-type: none"> School has system to monitor progress of individual students to assist with communication between any intervention services and classroom teachers. 					
<p>BENCHMARK 3: Culture, Climate, and Student and Family Engagement</p> <ul style="list-style-type: none"> Process and procedure to address chronic absenteeism so that all students are fully engaged in school community. (<i>Rate of absenteeism should be equal or less than that of the District</i>). Process in place to address out of school suspension. (<i>Suspension rates should be equal to or less than that of the district</i>). Plan in place to measure school climate and culture. <p>➤ BEHAVIOR MANAGEMENT & SAFETY</p> <ul style="list-style-type: none"> School has clear approach to manage behavior which includes written discipline that addresses when out of school suspension is appropriate. 					



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<ul style="list-style-type: none"> • Behavior policy is implemented throughout school by all staff with fidelity. • Tiered approach to behavior interventions which support social development. • Safe environment. • School has anti-bullying policy in place and measures to ensure bullying and harassment does not exist. • School has a Dignity for all Students Act (DASA) Coordinator identifiable by all staff. • Classrooms are conducive to learning. ➤ FAMILY ENGAGEMENT & COMMUNICATION • Consistent and effective communication with parent (language appropriate). • School has multiple touch points of family engagement. • School has method in place to address family satisfaction by using surveys, feedback sessions, community forums and considers results when making school wide policies. 					



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<ul style="list-style-type: none"> • School has systematic and transparent process to respond to family or community concerns. • School shares NYSED school report with parents and school community to promote transparency and accountability. • School shares NYS exam participation and rates compared to district rates. ➤ SOCIO-EMOTIONAL & MENTAL HEALTH • School has systems, programs & curriculum in place to support socio-emotional mental health. • HOS collect data to track needs. • HOS collect data to assess impact of programs designed to support needs. • School provides staff with PD to support socio-emotional and mental health of students in a way that is culturally responsive. • School address needs of McKinney-Vento eligible students and has McKinney Vento coordinator staff can identify. 					



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ORGANIZATIONAL SOUNDNESS					
<p>BENCHMARK 4: Financial Condition</p> <ul style="list-style-type: none"> • School is in sound and stable financial condition as evidence by key financial indicators below. Key financial indicators should be presented on a separate dashboard to provide context for school’s performance on the following indicators: <ul style="list-style-type: none"> ○ Current ratio ○ Unrestricted days of cash ○ Enrollment variance ○ Composite score ○ Total margin ○ Debt-to-asset ratio ○ Debt service coverage ratio • Data to be retrieved from schools independently audited financial statement. 					
<p>BENCHMARK 5: Financial Management</p> <ul style="list-style-type: none"> • School operates in a fiscally sound manner with realistic budgets pursuant to a long-range plan, use of appropriate internal controls and procedures and in accordance 					



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<p>with State law and generally accepted accounting practices. Evidence of this will be based on whether the school has:</p> <ul style="list-style-type: none"> ○ Financial professionals assigned to manage school finances. ○ Accurate and functional accounting systems. ○ Monthly budgets. ○ Budget objectives set and regularly analyzed in conjunction with underlying assumptions. ○ Surpluses allocated in fiscally sound manner which attends to social and academic needs of students. ○ Written fiscal policies ○ Compliance with State and federal financial reporting requirements. ○ School maintains internal financial controls and procedures. ○ Programmatic and independent fiscal audits conducted at least once per year. 					



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<ul style="list-style-type: none"> ○ Follows generally accepted accounting principles. 					
<p>BENCHMARK 6: Board Oversight and Governance</p> <ul style="list-style-type: none"> • Trustees provide competent stewardship and oversight of the school while maintaining policies, establishing performance goals and implement systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of the charter. • Renewal evidence based on following indicators: <ul style="list-style-type: none"> ○ Board uses annual written performance-based evaluation process to evaluate school leadership, itself and providers. ○ Board recruits and selects board members with a diverse set of skills and expertise. ○ Board demonstrates active oversight of charter school management, service providers, fiscal 					



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<p>operations and progress toward meeting academic and other school goals through a written evaluation process.</p> <ul style="list-style-type: none"> ○ Board engages in strategic and continuous improvement planning by setting priorities and goals aligned with school’s mission and charter. ○ Board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. ○ Board engages in ongoing professional development. ○ Board demonstrates full understanding of governance role, its legal obligations to the school and stakeholders and requirements of charter. ○ Board is familiar with NYSED Charter Performance Framework standards and has a plan to ensure that school meets standards. 					



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<p>BENCHMARK 7: Organizational Capacity</p> <ul style="list-style-type: none"> • School has established a well-functioning organizational structure and has clearly delineated roles for staff, management and board members. • School has effective leadership team. • Team clearly communicates defined mission and goals to staff and school community. • School has clear and well-established communication systems and decision-making processes. • School successfully recruits, hires and retains key personnel. • School leadership is familiar with NYSED Charter Performance Framework standards and has plan to ensure that school meets standards. • School ensures staff has the requisite skill, expertise and professional development to meet student’s needs. • School is fully staffed with personnel who can meet all operational needs including 					



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finance, human resources and communications. <ul style="list-style-type: none"> School has procedure for effective collaboration among teachers. School has formal evaluation process in place for staff. School has mechanism to solicit teachers and staff feedback. 					
FAITHFULNESS TO CHARTER AND LAW					
BENCHMARK 8: Mission and Key Design Elements <ul style="list-style-type: none"> School is faithful to its mission and has implemented key design elements outlined in its charter. Stakeholders share common and consistent understanding of the school’s mission and key design element outlined in the charter. School has fully implemented key design elements in approved charter. 					
BENCHMARK 9: Enrollment, Recruitment, And Retention <ul style="list-style-type: none"> School is making progress in meeting enrollment plan in charter 					



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<p>and retention targets for students with disabilities and ELL & MLL students and students who receive free and reduced lunch.</p> <ul style="list-style-type: none"> • Benchmark compared against district and charter school data: <ul style="list-style-type: none"> ○ At least 85% of enrollment authorized in charter (minimum). ○ No less than 5% lower than district enrollment of students with disabilities/ELL/MLL. 					
<p>BENCHMARK 10: Legal Compliance</p> <ul style="list-style-type: none"> • School has record of substantial compliance with State/federal law, regulations and charter provisions including but not limited to adhering to the following: <ul style="list-style-type: none"> ○ FOIL requests ○ Open Meeting law ○ Protecting the rights of students and employees ○ Addressing complaints ○ Financial management and oversight ○ Governance and reporting 					



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<ul style="list-style-type: none"> ○ Health, safety, civil rights and student assessment requirements ● School has undertaken corrective action when requested by NYSED/Board of regents and implemented necessary safeguards to maintain compliance. ● School has plan in place to ensure teachers are certified in accordance with applicable state law. ● School has sought pre-approval from Board of regents/NYSD for any material or non-material revisions to charter. ● School maintains sufficient enrollment to meet expectations detailed in enrollment plan listed in charter agreement. ● School seeks guidance from legal counsel when updating documents and handling issues which arise. 					