

New York State Education Department

2023-20 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

Ivy Hill Preparatory Charter School

Renewal Site Visit Dates: December 6-7, 2023
Date of Final Draft Site Visit Report: April 18, 2024
Date of Final Site Visit Report: May 1, 2024

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SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	120	180	240	300	265

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and

- Handwriting: Uncommon Schools
- Math-Tier 1: Achievement First; Tier 2: I-

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe, and all school constituents are able to articulate how

1. Element: ***Behavior Management and Safety:***

Indicator a: IHP has a clear approach to behavioral management, including a written discipline policy. According to the renewal application, behavior management at IHP is based on their

consolidation in the city. Families that cannot get bussing are banding together to provide private bussing. Leaders are helping to manage this and are actively seeking grants for this situation.

Indicator d: IHP has a systematic process for responding to family or community concerns. In focus groups, parents, and school leaders both indicated that Town Halls were the primary way in which

Benchmark 4: Financial Condition

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a 0 T,Blplh ge65. itsas0 .2 (9 (e)-6 (d)-0.nOCID 8 BDC 0.004 Tc 0 Tw

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from Approaching to Meets due to the board increasing their membership, participating in strategic planning, and utilizing legal counsel for policy revisions.

1. Element: **Board Oversight and Governance:**

Indicator a: IHP Board recruits and selects members with skills and expertise that meet the needs of the school. The board currently has five members with skills in operations, youth development, and technology. In focus group discussions, the board stated they are currently recruiting and interviewing candidates. Since the time of the renewal site visit, the board has added three board members. One member application has been submitted and approved, and two others are in the process of approval. The school is also interviewing an additional prospective member. These members add board expertise in partnerships, operations, strategic planning, financial management, and communications.

Indicator b: IHP's board engages in professional development through Board On Track workshops and receiving legal counsel on best practices. In focus group discussion, board members spoke about using a recent board retreat as a reset for setting school priorities following the change in school leadership. They are utilizing goal setting documents and in committees are strategically planning for future goals.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful

operations. During focus groups, teachers, parents, and the school board spoke highly of the school's leadership, citing many examples of their vision, hard work, and competency.

Indicator b: In its renewal application, IHP clearly defined the roles and responsibilities for leaders, staff, management, and board members. Members of the school community adhere to defined roles and responsibilities. In focus group, board members openly acknowledged that leadership had shifted and that the transition was difficult; but the current leadership team is solid and capable. In discussions with teachers and support staff, this same sentiment was echoed.

Indicator c: IHP has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. The school leadership team and instructional leadership team meet weekly to ensure they are aligned for meeting school goals and to review instructional data. Teachers and parents all indicated that they are satisfied with the communication within the school community. Board meetings, town hall meetings, and classroom communication systems all function to maintain clarity and purpose across constituencies, according to focus group discussions.

Indicator e: According to the renewal application and focus group discussions with teachers and leadership, IHP uses 1:1 meetings, weekly staff meetings, and regular email surveys to solicit feedback from staff. Teachers explained that they have regular interactions with school leadership in meetings, coaching sessions, and daily walk throughs. In the renewal application the school listed the NYC School survey as a tool to solicit feedback from staff; however, the 2022 and 2023 surveys did not include staff respondents.

3. Element: *Contractual Relationships*

Indicator a: n/a

Indicator b: n/a

Indicator c: n/a

Benchmark 8: Mission and Key Design Elements

support staff focus groups, IHP utilizes multiple methods of formative, summative, and benchmark testing for academics and SEL, as described in Benchmark 2 and Benchmark 3 of this report.

- **Exceptional teaching produces exceptional results:**

efforts by ensuring media and advertising campaigns are translated in multiple languages. School personnel visit local Pre-K and Head Start organizations, conduct tours of the school, and have begun a partnership with SchoolMint to create paid advertisements on social media platforms.

Indicator c: According to the renewal application (Ivy Hill Preparatory Charter School) and the partnership team (Ivy Hill Preparatory Charter School) beginning 2023-2024.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

During this charter term, the trajectory for this benchmark has declined from Approaches to Falls Far Below due to inconsistent and incomplete reporting, overall and subgroup under-enrollment, ongoing fingerprint clearance issues, and teacher certification issues.

1. Element: *Legal Compliance*:

Indicator a: IHP has a poor record of legal compliance. The school is currently out of compliance regarding timely reporting including student attendance, BEDS IMF, EFT Reports, Safety Plan, End of Year Certification, Staff Snapshot, and other staff reports. Analysis of the faculty/staff roster submitted with the school's 2022-2023 Annual Report showed four employees whose fingerprint clearance could not be verified, and the school has not provided documentation for them. This has been an ongoing issue during the charter term. Of the 20 people hired during the 2022-2023 school year, 18 of them worked at the school prior to receiving clearance an average of 147 days. These are serious safety violations. IHP continues to have challenges with teacher certification. Further analysis of the rosters showed that of the 30 teachers reported, 21 of them are uncertified. That is above the limit allowed by statute. The school is currently out of compliance with its overall enrollment obligation and subgroup enrollment is below that of the DOL (see Benchmark 9 narrative for details).



2022-2023 Enrollment

212

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

School District of Location:

Jennifer Marshall

Total Public School Enrollment of Resident Students attending Charter Schools: 32%

2015

Additional School District: (if applicable)*

[Redacted]

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[Redacted]

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2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

Not applicable to this charter school

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Ivy Hill Preparatory CS.	ELA		Math	
	All Students	ELL	All Students	ELL
2022-2023	25%	20%	91%	89%

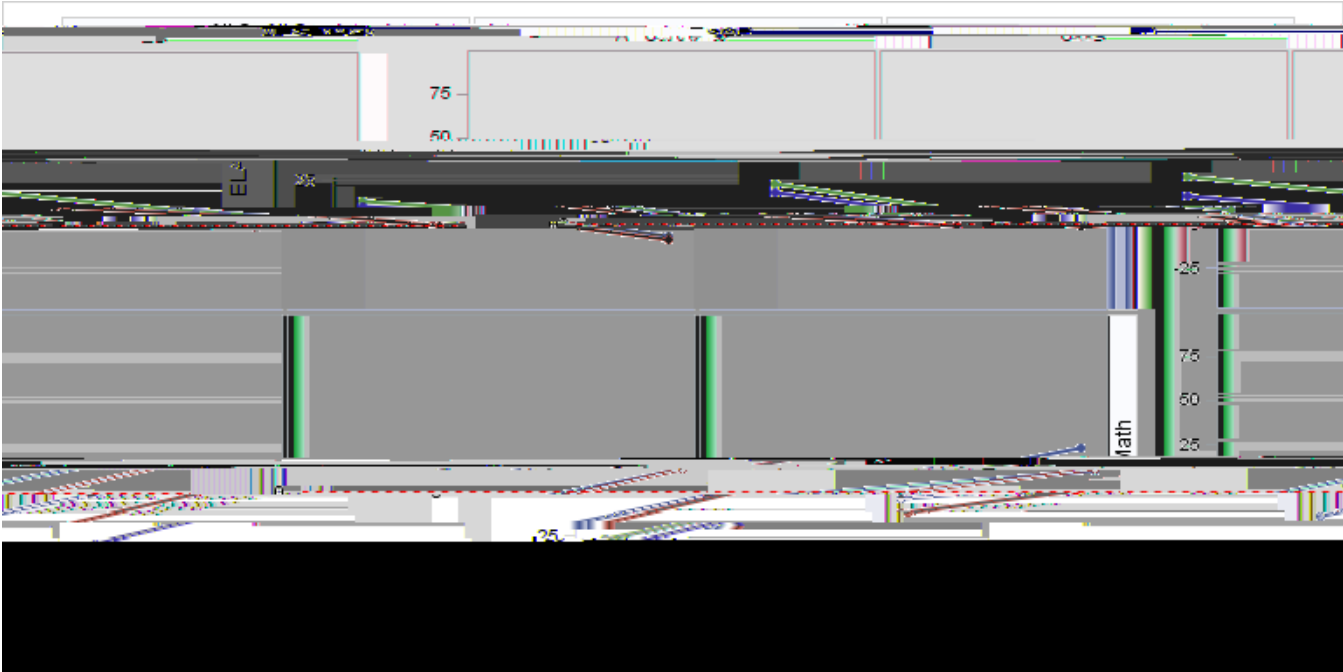
**See NOTES (2), (3), (7), and (8).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Ivy Hill CS and NYCCSD 18



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

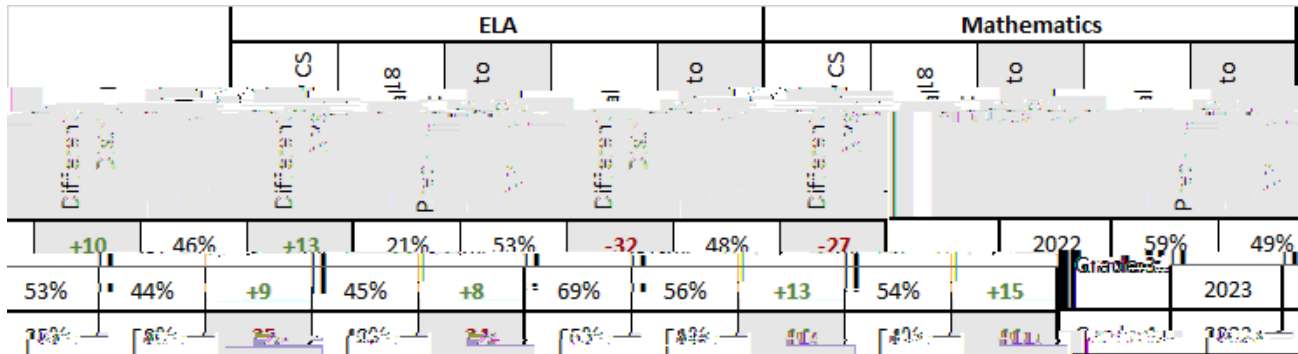
**See NOTES (1), (2), (3), (6), and (7).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency



*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

	ELA						Mathematics					
	CS	18	to		to		CS	18	to		to	
	20%	+23	20%	32%	-12	24%	-4	Grade 3	2022	43%	25%	+18
	19%	-2							2023	17%	19%	-2

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

IVY HILL PREPARATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Ivy Hill Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	120	115	96%
2020-2021	180	176	98%
2021-2022	240	235	98%
2022-2023	300	212	71%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Differential to District	Ivy Hill Preparatory	NYC CSD 1	Differential to District	Ivy Hill Preparatory	NYC CSD 1	Differential to District	Ivy Hill Preparatory	
+5	2021-2022	18%	19%	-6	0%	0%	-9	82%	77%
-7	2022-2023	17%	22%	-5	0%	10%	-10	74%	81%

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			5			
2021	90%	88%	+2	95%	87%	+8	.	.	.	89%	87%	2	2020-
2022	83%	79%	+4	72%	72%	0	.	.	.	81%	80%	+1	2021-
2023	63%	82%	-19	74%	82%	-8	.	.	.	66%	82%	-16	2022-

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

*See NOTES (2), (3), and (10) below.



