2021-2022 Mid-Term Site Visit Protocol

Charter School Office
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Table of Contents

Purpose and Overview of the Mid-Term Site Visit 3
Charter School Performance Frameworks 5
2015 Charter School Performance Framework Benchmarks 5
2019 Charter School Performance Framework Benchmarks 6
Planning and Scheduling the Mid-Term Site Visit 7
Preparing the Mid-Term Site Visit Schedule 8
Sample Mid-Term Site Visit Schedule 8
Conducting a Remote Mid-Term Site Visit (Most are In-Person) 9
Sample Remote Classroom Observation Schedule 9
Classroom Observations 10
Closing Meeting and Mid-Term Site Visit Reports 10
Appendix A: CSO Learning Classroom Observation Evidence Worksheet 11
Appendix B: Charter School Board of Trustees (BoT) Meeting Checklist 11

Charter School Performance Frameworks

2015 Charter School Performance Framework Benchmarks	
Educational Success	**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 achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**
	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.
	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.
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	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.
	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.
	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

2019 Charter School Performance Framework Benchmarks

Preparing the Mid-Term Site Visit Schedule

The CSO SV team lead will discuss with you the SV activities and may ask that you create the schedule. This sample mid-term site visit schedule is intended to be a flexible guide for the SV and may be adjusted as needed.

Sample Mid-Term Site Visit Schedule

Time	Activity	Teacher/Classroom	Link/Meeting ID/PW*
8:00 AM – 8:30 AM	CSO Team meets with school leader	xx	xxxxx
8:30 AM – 9:30 AM	Leadership Focus Group	xx	xxxxx
9:30 AM – 11:00 AM	Classroom Observations	xx	xxxxx
11:00 AM – 11:45 AM	Board Focus Group	xx	xxxxx
11:45 AM – 12:45 PM	Classroom Observations	xx	xxxxx
12:45 PM – 1:45 PM	Special Populations Focus Group	xx	xxxxx
1:45 PM – 2:00 PM	Closing Meeting (Optional)	xx	xxxxx
CSO team members may attend a BoT meeting. (See Appendix B of this document.)			

***In-person SVs are preferred; however, if a remote SV is to be conducted, please complete the "Link" column.*

Introductory Meeting with School Leader

- The CSO SV team lead introduces the team members and reviews the purpose of the mid-term site visit.
- The school leader briefly orients the team to the school including a general overview of what the school leader hopes the team will see during its site visit.
- The CSO SV team lead answers any questions the school leader has and ensures that s/he is familiar with its relevant 2015 or 2019 Performance Framework.

School name: Date:

LEARNING ENVIRONMENT

Metric	2 = observed, 1 = partially observed, 0 = not observed	Notes (If Needed)

POST OBSERVATION (with school administrator):

Names of BoT Members Present:

Names of BoT Members Absent:

BoT member

- The board meeting is accessible pursuant to ADA at all sites. (Y/N)

- All board members can see and hear one another during the meeting, including those board members participating via videoconference. (Y/N)

- Only board members who have been approved by the NYSED CSO vote. (Y/N)

- Actions taken by the board are clearly articulated. Board members are clear aboulhenehe N tr moting tug t ((Y/)-14.3 (N)-4.3 ())]TJETQ0 Tw 2.12 0 T 11( )TjEMC ET/P <MCID 15 >1C q34.2 373.56 404.52 204.96 reW nBT/TT2 1 Tf10.56 -0 0 10

Effective Practices for Strong Boards	Notes:
• The meeting starts on time. (Y/N) • There is a participant sign-in sheet. (Y/N) • Meeting materials, if any, are distributed to all present. (Y/N) • Members of the community attend the meeting, such as parents, school staff, CBOs/partners, and students. (Y/N) • The board ensures that community voice has a presence at the meeting. (Y/N) • All board members present participate in the meeting. (Y/N) • The board's legal counsel is present or referred to regarding any needed follow-up. (Y/N) • The board makes use of its committees. (Y/N) • School leadership presents information regarding academics and culture/climate. (Y/N) • School finance leads presents information regarding financial standing. (Y/N)	