



## New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools  
under the 2019 Charter School Performance Framework  
2020-2021***

### **Compass Charter School**

**Remote Renewal Site Visit Date: November 5-6, 2020**

**Date of Report: March 9, 2021**

[Charter School Office](#)

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Compass Charter School
<b>Board Chair</b>	Yvonne Nolan
<b>District of location</b>	NYC CSD 13
<b>Opening Date</b>	Fall 2014
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: September 1, 2014 - June 30, 2019</li> <li>• First Renewal Term: July 1, 2019 - June 30, 2021</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 5 / 300 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 5 / 300 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	300 Adelphi Street, Brooklyn - Public Space
<b>Mission Statement</b>	<i>Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Inquiry based learning</li> <li>• Sustainability education and sustainable practices</li> <li>• Arts-infused curriculum</li> <li>• Multi-faceted assessment practices</li> <li>• Integrated co-teaching model</li> <li>• Looping</li> <li>• Extended school day</li> <li>• Commitment to diversity</li> </ul>
<b>Requested Revisions<sup>2</sup></b>	<ul style="list-style-type: none"> <li>• Amend a Key Design Element of the school’s charter from “Commitment to Diversity” to “Anti-Racist Diverse by Design School”</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

<sup>2</sup> Material charter revisions are not approved unless expressly done so by the New York State Board of Regents. The revision(s) listed here are only for the purposes of outlining revisions requested by the school. These requested revisions may or may not be recommended by NYSED and may or may not be approved by the Board of Regents.

	<p>reflecting the school’s commitment to diversity in all areas of the organization.</p> <ul style="list-style-type: none"> <li>• Increase the current grade span to add Grade 6 through Grade 8 to the school’s currently approved Kindergarten through Grade 5 configuration</li> <li>• Increase authorized enrollment from the currently approved 300 to 351 students in existing grade levels beginning with the 2021-2022 school year and growing to 594 students total to be phased in by year 5 of the renewal charter term.</li> </ul>
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**Noteworthy:** During its current charter term, Compass Charter School participated in the District-Charter Collaborative to increase the academic achievement of their economically disadvantaged students. The Collaborative was a two-year commitment to build a school’s capacity on a particular Learning Focus Area (LFA); and focused on a “problem of practice” for the school. The school chose to focus on increasing the academic performance of its economically disadvantaged (ED) students as its “problem of practice.”

**Renewal Outcomes**

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required

to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

**COVID-19 PANDEMIC NOTE:** As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED’s [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

### SCHOOL CHARACTERISTICS

#### Current Grade Levels and Approved Enrollment

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5
<b>Total Approved Enrollment</b>	300	300

**Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School<sup>3</sup>**

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>	<b>Year 3 2023 to 2024</b>	<b>Year 4 2024 to 2025</b>	<b>Year 5 2025 to 2026</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
<b>Total Proposed Enrollment</b>	300	300	300	300	300

## METHODOLOGY

A two-day remote renewal site visit was conducted at Compass Charter School (CCS) on November 5-6, 2020. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees and school leadership team. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted eight remote classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the co-leader of curriculum and instruction and the director of learning support. NYSED utilizes the CSO’s remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board’s self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school’s progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**

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<sup>3</sup> This table does not reflect material revisions the school requested to expand grade levels and its maximum approved enrollment. Approval of such, as well as the charter term, is subject to Department recommendation and Regents approval.

- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **2019-2020 NYSED CSO Teacher Survey;**
- **2019-2020 NYSED CSO Parent Survey;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2020 Notices of Deficiency and Corrective Action Plans; and**
- **School's Fall 2020 Reopening Plan.**

## BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 5, 2020 to November 6, 2020 at CCS, see the following Performance Framework benchmark ratings and narrative.



**New York State Education Department  
2019 Charter School Performance Framework Ratings<sup>4</sup>**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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 implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>4</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## *Summary of Findings*

- Compass Charter School (CCS) is in year seven of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner; meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Strengths:** CCS's co-leaders have been with the school since its founding and continue to build the school's instructional coaching capacity with new positions of curriculum coordinators to further support teachers. CCS has a high percentage of students with disabilities, who outperformed NYS in both ELA and math proficiency in the 2018-2019 school year. Committed to support its school community during the COVID-19 pandemic, the school's Family School Collaborative created 12 pods across Brooklyn to provide resources and services while the school is remote and working to return safely onsite. The school was able to maintain its key design elements of sustainability and arts-infused curriculum through the transition to remote learning and continued to ensure all students could access their educational program.
- **Summary of Areas in Need of Improvement:** The NYSED CSO issued CCS a Notice of Deficiency in February 2020 for its academic performance and enrollment deficiencies. Based on its results on the 2018-2019 NYS ELA and math. CCS provided a Corrective Action Plan (CAP) in March 2020, with strategies to improve student proficiency in both English language arts (ELA) and math. Since NYSED did not administer the 2019-2020 NYS exams due to the COVID-19 pandemic, CCS does not have academic performance data for that school year to determine improvement. The school needs to continue to determine effective practices for retention of all students, especially students with disabilities and economically disadvantaged students. CCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members, and must submit revised policies reflecting CSO feedback.

### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.*

#### **Finding: Approaches**

#### **Summative Evidence for Benchmark 1:**

The NYSED CSO issued CCS a Notice of Deficiency in February 2020 for its academic performance, based on its results on the 2018-2019 NYS ELA and math assessments. CCS provided a CAP in March 2020 that sets goals and measurable outcomes to determine progress on the deficiency areas. Since the NYS assessments for 2019-2020 were cancelled due to the COVID-19 pandemic, the school will not have NYS ELA and math proficiency scores to gauge progress until receipt of the 2020-2021 assessment results.

***See above comments and Attachment 1 for data tables and additional academic information.***

***Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.***

**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 implements research-based practices and 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**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li> <li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.</li> <li>d. The curriculum is systematically reviewed and revised.</li> </ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> <li>c. The school differentiates instruction to ensure equity and access for all students.</li> <li>d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a system of formative, diagnostic, and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.</li> <li>d. The school uses multiple measures to assess student progress toward State learning standards.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</li> <li>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</li> </ul>

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.  
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

**Academic Program for Elementary School (ES):**

- ES:
  - CCS currently serves children in kindergarten through Grade 5.
  - CCS utilizes a co-teaching model with two certified teachers in every classroom.
  - CCS employs a workshop model for ELA and math instruction, focusing on student-centered practices and the inquiry process.
  - CCS offers an intervention block called “What I Need” (WIN) for students to receive interventions or enrichment.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):**

- SWDs:
  - CCS utilizes Integrated Co-Teaching (ICT) to support students with disabilities (SWDs) enrolled in the school. The school also provides push-in and pull-out support services. The school has contracted with a Special Education Teacher Support Services (SETSS) provider to offer SETSS for Grades 4 and 5.
- ELLs:
  - The learning needs of English language learners (ELLs) are primarily supported through the ICT model, along with additional pull-out support, when needed.

**Summative Evidence for Benchmark 2:**

1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, CCS reports that its curriculum is aligned to the New York State Learning Standards (NYSLS). The school’s ELA curriculum includes *Teachers College Reading and Writing Workshop (TCRWP)* and *Words Their Way*. For math, the school uses *Technical Education Research Center’s Investigations (TERC)*, *Engage NY*, *Heinemann’s Contexts for Learning*. The school leadership team focus group discussed the school’s use of i-Ready for both ELA and math, which it utilized prior to the move to remote learning, but increased usage and expanded to all grade since being fully remote. The school’s integrated units are designed to cover science, social studies, and sustainability topics, as well as provide opportunity for students’ inquiry projects. The integrated units are comprised of the Cloud Institute’s Education for Sustainability, the Integrated Arts component of the NYC Blueprint for Teaching and Learning Arts, and the National Core Arts Standards. The school leadership team focus group reported that they added supplementary materials, including DreamBox Learning, Epic, and Pioneer Valley Books, as resources for online learning.
- **Indicator b:** The school self-reports in its renewal application that it aligns curriculum horizontally through co-planning sessions and grade-level planning meetings, which are monitored and

reviewed by the co-leader of curriculum and instruction. The school also self-reports that it aligns curriculum vertically through the school's standards-aligned curriculum maps. In addition, the school's looping structure also contributes to vertical alignment. During the CSO remote site visit, the co-leader of curriculum and instruction spoke about how their revised coaching structure of having the curriculum coordinators coach teachers in various grades, aids in vertical curricula alignment.

- **Indicator c:** The school's supplementary curricular resources, such as i-Ready, provides for adaptive learning and gives the teachers flexibility to identify texts and activities that meet the needs of the individual student, according to the school leadership team focus group.
- **Indicator d:** School leadership in the school leadership team focus group shared that the curriculum is reviewed and revised by teachers and leadership on an ongoing basis. The school states that it audits the curriculum annually by The Cloud Institute, in its renewal application. The school uses student data to inform decisions. During the CSO remote site visit, the school leadership team discussed a review of the curriculum with the lens of being fully remote for the beginning of the 2020-2021 school year. Through the Professional Learning Community, the school re-prioritized their essential standards and the curriculum coordinators identified the most important of those essential standards to ensure alignment with units and state assessments.

2. Element: ***Instruction:***

- **Indicator a:** The school explains in its renewal application that it uses the Universal Design for Learning (UDL) framework as a shared language for instructional goals and strategies. During the CSO remote site visit, the school leadership team spoke about their prioritization of consistency of instructional quality in a remote setting for the 2020-2021 school year. The school leaders ensured that teachers had access to same platforms and resources and that all teachers adopted a schoolwide routine and schedule. On the 2019-2020 NYSED CSO Teacher Survey, 67% of teachers replied that there is a uniform expectation for teachers' implementation of academic rigor.
- **Indicator b:** In the online classrooms observed, where students were visible, most students appeared to be engaged in the lesson through verbal responses, virtual/visual polling, and participation in lesson activities. The school's expectations on turning video on in the remote classroom keeps it optional for students to have on during whole group or large gatherings, but required to be on during small group instruction. Classrooms observed aligned with these expectations. During one of the post-observation debriefs, an instructional leader spoke about a current focus for teachers' instructional practice is reducing the teacher talk time in remote classes to continue to increase student engagement. Their initial priority was familiarity with the digital platforms and increasing students' technical skills, which the teachers have facilitated.
- **Indicator c:** In the renewal application, the school states its differentiation is embedded in its ICT model, which allows for differentiation through groupings and conferencing. The school also mentions its use of the Multi-Tiered System of Support Model (MTSS), with as schoolwide focus on differentiated Tier 1 instruction. The school's Self-Evaluation Tool also discusses the school's implementation of daily intervention/enrichment time, WIN, with an increased focus on classroom-based interventions. One of the instructional leads on the CSO remote site visit classroom observations mentioned that they have found that the ideal number for remote classes small groups is eight students. Differentiation observed during the remote classroom visits included small group instruction based on need, visuals and graphic organizers, and student responses given verbally or written. In one of the observed classes, the teacher utilized the private chat function for checks for understanding and PowerPoint slides for scaffolding by writing out verbal responses on them.

- **Indicator d:** The school self-reported in its Self-Evaluation Tool that its coaching and Professional Learning Community are two professional development practices for teachers that it has seen improve instruction and it expects to raise student achievement.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** School leadership reported in the renewal application the use of formative, diagnostic, and summative assessments, including Fountas & Pinnell Benchmark Assessment, i-Ready Adaptive Reading and ELA Assessment, i-Ready Adaptive Math Assessment, TCRWP Writing Assessment, Words Their Way Spelling Inventory, Early Childhood Assessment of Mathematics (ECAM), and classroom-based unit assessments. They updated their assessments to discontinue the use of the Fastbridge assessment system, which they found did not align well with their curriculum. The school also administers state mock exams.
- **Indicator b:** School leadership reports in its renewal application that it created an updated data dashboard using Airtable to closely monitor student data on all internal assessments. They update the dashboard after each assessment cycle and can disaggregate data by grade level, subgroup, year of matriculation, and other filters, to be able to identify trends and growth patterns. In the transition to remote learning, the school stated that the teachers monitor student engagement and progress; and will subsequently adjust the online learning tools and differentiate the lessons to meet the needs of the students.
- **Indicator c:** In its renewal application, the school states that it uses quantitative assessment data along with qualitative data, such as student portfolio work samples and standards-based student progress reports, to gauge effectiveness of the academic program. The school also self-reports that the Instructional Leadership Team (ILT) conducts “learning walks” to collect additional data to determine modifications of professional development for instruction and curricular shifts. On the 2019-2020 NYSED CSO Teacher Survey, 93% of teachers reported that the administration uses data from assessments to make school-wide decisions.
- **Indicator d:** All of the assessments listed in Indicator a provide the school with data to measure student progress towards State learning standards.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** According to the school’s New York City Department of Education (NYCDOE) Committee on Special Education (CSE), the CSE has a collaborative working relationship with the charter school, which submits teacher and service provider reports in a timely manner. The school is also supportive in writing the IEPs. During the 2019-2020 school year, the school had 16 students referred for initial special education evaluations. The school implements its students’ IEPs and parents report positive feedback. The charter school has good engagement with the parents, as shown by parents’ awareness and understanding of student data during IEP meetings. The school also ensures that parents have input in drafting goals and how the goals should be implemented. Some of the charter school’s teachers understand specially designed instruction and articulate during IEP meetings how SDI is implemented for a particular student, which is reflected in the teacher’s written reports. However, there are some teachers and service providers who could benefit from further training on SDI. The school did not have any students require a manifestation determination review during the 2019-2020 school year. The school reports in its renewal application that it administers the New York State English as a Second Language Achievement Test (NYSESLAT) for identification of ELLs.
- **Indicator b:** CCS supports SWDs through an ICT model, with a special education teacher in every classroom, small group instruction, and a 45-minute daily intervention period. The school also

provides Occupational Therapy/Physical Therapy/Hearing through related service providers, and a SETSS provider for Grade 4 and 5 SETSS services. The school employs a director of learning support that is part of the school leadership team and oversees the special education and intervention programs. For ELLs, CCS hired an ELL specialist this school year to implement the ELLs program. The ELL specialist works with small groups or one-to-one, focusing on literacy and language-based practice. The school leadership team spoke about the transition to remote learning and how they made plans with families to ensure that students with IEPs and related services could continue to make progress on their goals. They reported that they had high engagement from families and that they tailored supports to best meet the needs of the students and have continued close progress monitoring.

- **Indicator c:** The school reported in its CAP for its Notice of Deficiency for Benchmark 1 that its focus has been on classroom-based interventions for all students who are not yet meeting grade-level expectations. They also reported that they have layered Tier 2 and 3 interventions from learning specialists as needed. In addition, they included increasing coordination and communication between teachers and interventionists as part of their plan. They hold grade-level data meetings every six to eight weeks to discuss Tier 1 instructional practices and plan for intervention groups.



**Benchmark 3: Culture, Climate, and Student and Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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**

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>5</sup></p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>6</sup></p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. <i>Behavior Management and Safety</i>	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

<sup>5</sup> See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

<sup>6</sup> Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - [http://www.p12.nysed.gov/irs/level2reports/documents/SIRS\\_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf).

*Element*

*Indicators*

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

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educational program. The school has a McKinney-Vento Coordinator that staff can identify.

**Summative Evidence for Benchmark 3:**

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** CCS’s absenteeism policy that addresses chronic absenteeism can be found in the school’s family handbook. In its renewal application, the school reports that the student support specialist monitors student attendance and implements interventions, along with the social worker if needed, to support improved attendance. On the 2019-2020 NYSED CSO Teacher Survey, 50% of respondents agreed or strongly agree that in general, attendance is not an issue at the school.
- **Indicator b:** CCS’s suspension policy, which includes both short-term and long-term suspensions, can be found in the school’s family handbook. In its renewal application, the school reports that after analyzing previous school years’ suspension data, it would avoid out-of-school suspension as much as possible. As a result, the school states in its renewal application that during the 2019-2020 school year, assigned one and a half days of in-school suspension and two days of out-of-school suspension.
- **Indicator c:** The school utilizes the NYSED CSO Teacher Survey, the NYSED CSO Parent Survey, and NYC DOE School Survey, in addition to school-generated internal surveys to measure and evaluate school climate and culture. In its renewal application, the school mentions that informal feedback it gathers from families and staff include one-to-one meetings, emails, and scheduled check-ins with the co-chairs of the Family School Collaborative (FSC).

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

- **Indicator a:** According to school leadership and teachers, CCS implements Responsive Classroom approaches to behavior management, and all staff members have participated in Responsive Classroom trainings. Documentation review shows that the family handbook states expectations around attendance and other school procedures. It also includes the school’s code of conduct, which details the interventions and disciplinary measures for various infractions, indicating levels of severity.
- **Indicator b:** In the school’s Self-Evaluation Tool, the school self-reports that it started implementing Positive Behavior Intervention System (PBIS) in the 2018-2019 school year, in addition to Responsive Classroom. Further, the school self-reports that this led to overall improvement in behaviors across the school. During the CSO remote site visit, the school leadership team said that they expect to implement PBIS again when they return to in-person classes.
- **Indicator c:** Since the CSO site visit was remotely held, the school-wide environment was not directly observed. However, the classrooms observed during the CSO remote site visit, including the community gathering, showed consistent approaches to behavior, and maintained safe spaces. As reported on the 2018-2019 NYC DOE School Survey, 93% of teachers said that students are safe in their classes. On the 2019-2020 NYSED CSO Parent Survey, 98% of the parents who responded said that the school provides a safe environment.
- **Indicator d:** Documentation review shows that the family handbook has a safety commitment as part of its code of conduct, to ensure a supportive learning environment that is free from

discrimination and harassment. In addition, bullying is listed as one of the level four infractions in the code of conduct. However, it does not include any language about the Dignity for All Students Act (DASA). On the 2019-2020 NYSED CSO Teacher Survey, 83% of the teachers reported that they found CCS generally free of bullying, discrimination, and harassment for students. On the same survey, 70% of teachers replied that they were unaware of any DASA policy.

- **Indicator e:** The CSO remote site visit included eight classroom observations with live, synchronous instruction. For the live lessons observed, teachers created an environment that tried to best leverage direct online instruction to foster student engagement. On the 2019-2020 NYSED CSO Teacher Survey, 93% of the teachers said that teacher-student interactions could be described as supportive and respectful.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** CCS primarily utilizes an online platform called Parent Square that allows for dialogue and messaging, in order to communicate with parents and families. Other forms of communication with parents and families, including the family handbook, ongoing informal contact between teachers and families, and quarterly parent-teacher conferences. The school's FSC, which is CCS's version of a parent-teacher organization/association, engages the entire school community. The FSC fosters family engagement, organizes community-building events, and offers Family Workshops to directly support the parents of CCS students. The NYS Charter Schools COVID-19 Parent Survey Report showed that since the school building closed, 84% of CCS parents said that the school contacted them at least a few times a week, with 66% of those parents saying the school contacted them almost every school day.
- **Indicator b:** During the CSO remote site visit, the school co-leaders spoke about the school staff's ongoing communication with families about their students' needs, especially during the move to remote learning. The school leadership team focus group discussed how they have been getting continual feedback from families on what works and what does not work through the phases of their remote learning, in order to make sure that students are receiving instructional supports needed and/or programmed for them. On the 2019-2020 NYSED CSO Teacher Survey, 93% of the teachers said that they regularly communicate with families on issues related to academics. On the 2019-2020 NYSED CSO Parent Survey, 100% of the parents who responded said that the teachers and other staff communicate regularly with parents and families.
- **Indicator c:** CCS assesses family and student feedback and satisfaction through the NYC DOE School Survey, the NYSED CSO Parent Survey, and other school-created surveys. On the 2019-2020 NYSED CSO Parent Survey, 99% of the parents who responded said that the school seeks feedback from parents through surveys, meetings, or some other forum.
- **Indicator d:** CCS has a written complaint policy that describes the steps to escalate any concern or complaint. On the 2019-2020 NYSED CSO Parent Survey, 89% of the parents who responded said that the school has a clear complaint policy.
- **Indicator e:** CCS reports it shares school-level academic data at the start and end of the school year, with progress targets and plans for areas of improvement. The FSC meetings are also opportunities where the school shares data and information that promote transparency and accountability among parents, students, and school constituents.
- **Indicator f:** Since the NYS assessments for 2019-2020 were cancelled due to the COVID-19 pandemic, the school did not have participation rates to share. School leadership indicated in the past they do NYS assessment data and information with families and for the data dashboard shared at board meetings.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** The school employs a social worker, two school psychologists, a school psychologist intern, as per the school's organizational chart, to provide social-emotional supports for the students. During the transition to remote learning, the school submitted a social emotional learning plan that outlined its continued offerings of social emotional supports including the social worker and school psychology team providing mandated services and interventions, weekly calls to families, remote daily morning meetings, planned events translated into remote ones, and remote family workshops. The school utilizes Responsive Classroom and implements the Caring School Community curriculum. During the leadership focus group, they spoke about the ways the school continued Responsive Classroom protocol in the remote classes, such as finding opportunities for autonomy for students and providing small group structures to support students in giving and receiving feedback. On the 2019-2020 NYSED CSO Teacher Survey, 97% of the teachers reported that CCS has systems in place to support students' social-emotional needs. On the 2019-2020 NYSED CSO Parent Survey, 97% of the parents who responded said the school has social or emotional programs and supports for children who need them. In the school's Self-Evaluation Tool, the school reports that its mental health team is planning on a series of workshops on how to support children and themselves through trauma for families.
- **Indicator b:** During the 2018-2019 school year, the school administered the Social, Academic, and Emotional Behavior Risk Screener at three points during the year, according to the school's renewal application. The data that was collected helped to support the identification of students who needed intervention counseling. During the 2019-2020 school year, the role of student support specialist was created, as noted in both the school's renewal application and during the school leadership focus group. This individual works directly with students and staff to build strong relationships and document the types of supports students were receiving and the effectiveness of these supports. The school leadership team states that the student support specialist assists in using the data collected to inform needed student interventions.
- **Indicator c:** During the 2019-2020 school year, the student support specialist collected social and emotional health data daily and created a data tracker to look at the supports the students were receiving, and the length of time students needed the support, according to the school's renewal application. This data was reviewed regularly and used to support collaborative team interventions. The team consisted of teachers, the student support specialist, mental health providers and school administrators. The data helped to inform whether individual supports were needed or whole class interventions were appropriate.
- **Indicator d:** During the CSO remote visit, the school leadership discussed the school's trauma-informed approach to social-emotional supports, led by the school psychologist and social worker. In the renewal application, CCS mentions that three hours of professional development monthly centers on discussions of equity in teaching practices and creating classrooms that prioritize student voice. In its self-evaluation, the school reports that it sent additional staff members to training in the National Seeking Educational Equity and Diversity (SEED) Project, in order to provide more facilitated sessions for families. In addition, the self-evaluation mentions that the school leadership participated in the Harvard RIDES Intensive Clinic for equity improvement at the school level, in order to identify strategies to continue the work of dismantling structural racism. During the leadership focus group, they spoke about how they are looking into adding social-emotional supports for staff from the school social worker, as the school continues to deal with the COVID-19 pandemic.
- **Indicator e:** The school reports in its renewal application that its policy assigns the school's social worker as the McKinney Vento Coordinator. In addition, it states that the social worker attended a workshop in January 2020 to stay updated on McKinney-Vento regulations. The school does not have the McKinney-Vento Coordinator information readily accessible on its website or in its handbooks.

**Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding: Meets**

**Summative Evidence for Benchmark 4:**

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

**Financial Condition**

Compass Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

**Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Compass Charter School’s 2019-2020 composite score is 2.10.

**Composite Scores  
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.25
2016-2017	2.05
2017-2018	1.82
2018-2019	2.02
2019-2020	2.10

### **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**

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Compass Charter School's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

**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**

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

**Summative Evidence for Benchmark 6:**

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

- **Indicator a:** The board reports it conducts informal self-evaluations through feedback discussion after monthly meetings and an adopted culture of learning, and that the formal board evaluation is connected to its annual strategic planning process, when it goal sets for the upcoming year and analyzes the previous year. During the CSO remote site visit, the board focus group discussed the process for evaluating school leadership, which entails the use of an evaluation framework based on the NYSED Performance Framework for evaluation and the school’s charter and goals. It also



mentioned that it incorporates feedback from a 360 review, which includes staff and parents. The evaluation includes the co-leaders' own goal-setting and reflection on their own progress. The board focus group stated that it has open and direct conversations with the co-leaders, and provide ongoing feedback to the co-leaders, as in the moment as possible.

- **Indicator b:** The board currently is comprised of 13 members with relevant and diverse experience, including backgrounds in education, finance, business, and government, according to its submitted BoT Membership Table in its 2019-2020 Annual Report. The board focus group stated that it still has a few new board members waiting for approval by NYSED, which the BoT Membership Table reflects. Three of the board members were present for the board focus group, including the board chair. The board focus group discussed the addition of two parent representatives, non-voting members, to the board, as important to having school community representation and their commitment to diversity.
- **Indicator c:** The board's committee structure supports oversight of academics and finance, with an executive, finance, development, nominating, and education committees. The board reported that it utilizes a data dashboard to monitor CCS's academics, operations, and finances. The board also maintains active oversight of the school in its organizational structure of the two co-leaders reporting into the board. The board focus group mentioned that it has increased communication both in the frequency of its own meetings and conversations with co-leaders since moving to remote learning, in order to ensure the ongoing safety of students and staff, along with monitoring academic progress.
- **Indicator d:** The board focus group reported that the board holds an annual retreat in December to discuss priorities, strategize on the direction of the school, evaluate areas for improvement, and determine possible approaches to implement. The board focus group shared that at its upcoming retreat they will be evaluating the board composition and continue to build out its five-year strategic plan, especially the five-year budget that supports the plan.
- **Indicator e:** The school leadership team reported that the board updates its family handbook annually and the Finance Committee reviews any changes to its Fiscal Policies and Procedures.
- **Indicator f:** The board engages in professional development through its annual retreats, as described by the board focus group. In addition, the school self-reported that the board continues to develop its onboarding process for new board members.
- **Indicator g:** The board appears to be aware of its legal obligations and has legal counsel for general services and any school discipline related concerns. The board submitted all of its annual conflict of interest requirements, in its 2019-2020 Annual Report.
- **Indicator h:** During the board focus group, the board spoke about how they incorporated the NYSED Charter School Framework standards into its evaluation framework for the school's co-leaders, in order to ensure that the school is meeting these standards.

**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 implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
<p>3. <i>Contractual Relationships (if applicable)</i></p>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

**Summative Evidence for Benchmark 7:**

**1. Element: *School Leadership:***

- **Indicator a:** CCS is led by two co-leaders, a co-leader of curriculum and instruction and a co-leader of strategic development, who report to the CCS board of trustees, as detailed in the school's organization chart. The co-leaders have been with the school since inception. The school self-reported that beginning in the 2019-2020 school year, the Executive Leadership Team (ELT) included the co-leaders, a director of learning support, a director of studios, a director of operations, and a director of finance. The school's ELT communicates the mission and goals through professional development, school community meetings, and the school's website.
- **Indicator b:** School leadership stated that they utilize its organizational reporting structure, in addition to communication systems such as weekly updates from the co-leaders, the use of a family communication platform called Parent Square, and adherence to operational policies established in the family handbook to ensure effective communication and decision-making across the school. The school created a remote learning communication plan for the transition to online learning, including frequent updates from the co-leaders, continued use of Parent Square, continued weekly community gatherings, and individual outreach as needed. The school leadership team spoke of the school's daily morning meetings as a routine that has been successful in providing stable communication school-wide during remote learning.
- **Indicator c:** CCS leadership reports that it recruits from the network of its current staff. During the remote site visit, the school leadership team discussed that they offered all teachers to return for the 2020-2021 school year, and that the couple that decided not to return were due to career changes. They also mentioned that they have been able to start building a teacher pipeline with CCS teaching interns being offered available full-time positions. In the 2019-2020 NYSED CSO Teacher Survey, 60% of teachers replied that they agreed or strongly agreed that CCS was a long-term, sustainable workplace.
- **Indicator d:** During the board focus group, they spoke about the data dashboard they use to monitor school progress, which they have aligned to the NYSED Charter School Performance Framework standards. In addition, the school's CAPs ensure the school leadership team monitors the school's progress for benchmarks 1 and 9.

**2. Element: *Professional Climate:***

- **Indicator a:** The school co-leaders submitted an organization chart illustrating reporting structure, and staff role descriptions outlining the responsibilities for all school leadership. During the CSO remote site visit, the interviewed leadership team and board members confirmed their roles and responsibilities, aligning with the submitted documentation.
- **Indicator b:** According to the 2019-2020 NYSED CSO Teacher Survey, the school has a teaching staff with a range of teaching experience with 70% having seven years or more, 17% having 4-6 years, and 13% having three years or less. As part of its CAP to address its Benchmark 1 Notice of Deficiency, CCS reported that it added a curriculum coordinator for each loop to support

instructional coaching, curriculum planning, team meetings, and professional development, to provide additional support to teachers. During the school leadership team focus group, the co-leader of curriculum and instruction discussed how the curriculum coordinators responsibility of coaching had grown into more individualized, transformational support of teachers in implementing effective instructional practices for all students. They also mentioned that the curriculum coordinators had attended a six-week training on coaching by Bright Morning. The school self-reported that in 2019 they added an ELL specialist position to provide direct services to students and to provide professional development to classroom teachers. The position remains staffed, as per the school's website and faculty roster. The school also employs two learning specialists, a math specialist, and a literacy specialist, as part of its learning supports team to support all subgroups, confirmed by the school's website, faculty roster, and organization chart.

- **Indicator c:** In addition to the co-leaders, the school employs a director of operations, an operations manager, operations associate, operations school aide, and a director of finance to meet its operational needs, as detailed in the school's organization chart. The school's website includes all operations and finance staff.
- **Indicator d:** The school's ICT model allows for classroom-level collaboration, strengthened by shared daily prep periods. The school self-reports its other scheduled opportunities for collaboration include a weekly grade-level team meeting and a weekly schoolwide half-day professional development. In the 2019-2020 NYSED CSO Teacher Survey, 97% of teachers replied that they agreed or strongly agreed that teachers frequently collaborated on instruction and curriculum. Teachers responded in the survey that some of the ways they collaborate include a bi-monthly Professional Learning Community (PLC) meeting, weekly grade team meetings, daily co-teacher meetings and communication, data meetings, full staff meetings, prep periods, weekly professional development, and weekly coaching meetings.
- **Indicator e:** CCS school leadership reports that they continue to refine their evaluation tools and measures. For the 2020-2021 school year, the school reports that it uses coaching texts and remote leadership summits provided by Bright Morning for the coaching program, which includes informal weekly observations with feedback and modeling. The school utilizes the Danielson Framework for its formal teacher evaluations that take place two times a year, which also includes a self-evaluation as part of the first formal evaluation of the year. The co-leader of curriculum and instruction discussed, during the CSO remote site visit, that the school shifted to using Danielson's "Framework for Teaching Clusters," instead of the Four Domains. Other components of CCS's evaluation system include a professional portfolio, student assessment data, and ongoing instructional coaching by curriculum coordinators. Eighty-three percent of surveyed teachers through the 2019-2020 NYSED CSO Teacher Survey understood the systems in place to monitor and evaluate teacher instruction.
- **Indicator f:** CCS school leadership reports that they gather teacher feedback and determine teacher satisfaction through the NYSED CSO Teacher Survey, the NYC DOE School Quality Survey, school-created staff surveys, and ongoing conversations between school leadership and teaching staff. The school self-reported that in an internal staff satisfaction survey in early 2020, 93% of respondents indicated they were satisfied. In the 2019-2020 NYSED CSO Teacher Survey, teachers reported meetings, surveys, check ins, and an open-door policy as some examples of how the school leadership team solicits feedback from staff. The board members discussed, in its focus group, that they have ongoing conversations about the resources the school need; and they seek the feedback and input of the school co-leaders for identifying and making decisions about these resources.

3. Element: ***Contractual Relationships:***
- **Indicator a:** N/A
  - **Indicator b:** N/A

**Benchmark 8: Mission and Key Design Elements**

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

**Summative Evidence for Benchmark 8:**

1. Element: ***Missions and Key Design Elements:***
  - **Indicator a:** During the CSO remote site visit, school stakeholders expressed a shared understanding of the school’s mission and key design elements. Both the board and leadership team focus groups spoke about the school’s commitment to diversity and use of assessments and resulting data. Ninety percent of teachers reported on the 2019-2020 NYSED CSO Teacher Survey that they agreed or strongly agreed that the school’s mission is clear and shared by all stakeholders. The school’s website includes its mission and a page on “Compass at a Glance,” which includes brief descriptions of all key design elements.
  - **Indicator b:** CCS continues to implement its key design elements, even after its transition to remote learning. The CSO remote site visit included the weekly Compass Community Gathering that remotely fosters school culture and inclusivity. The school leadership reported that they have been able to translate their sustainability and studio classes, which includes music, visual arts, and drama, to distance learning. CCS’s organization chart and faculty roster further reflect their arts and sustainability design elements, as well as their integrated co-teaching model.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.*

**Finding: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

**Summative Evidence for Benchmark 9:**

2. Element: **Targets are not met:**

- **Indicator a:** The school is currently at 100% enrollment. In the 2018-2019 school year, CCS’s enrollment of SWD exceeded that of its district of location, although falls below NYC CSD 13 enrollment with its ELLs and ED students’ subgroups. CCS increased its enrollment of ELLs by two percentage points from the 2017-2018 school year to the 2018-2019 school year and continued to exceed the NYC CSD 13 retention rate of its ELLs, by 18 percentage points in the 2018-2019 school year.
- **Indicator b:** In the spring of 2019, the NYSED CSO issued CCS a Notice of Deficiency regarding its academic performance in ELA and its enrollment of ED students. In the spring of 2020, the NYSED CSO issued CCS a Notice of Deficiency regarding its ELA assessment scores for all students, ED students and SWDs, and for its math assessment scores for its ED students. On that same Notice of Deficiency, CCS was cited for its enrollment deficiencies with ED and ELL enrollment numbers. In the school’s CAP to address these academic and enrollment deficiencies for its ELLs enrollment, the school detailed some recruitment strategies it implemented to increase its enrollment including expanding outreach to communities that are populated with ELLs, and although not in the district of location are in close proximity to the school, and have begun developing

relationships with community centers and early education programs in those communities. The school also added an ELL specialist position and plans on creating video testimonials from current ELLs and their families in their native languages to post on the school's website.

- **Indicator c:** CCS staff has developed measurable outcomes based on application and enrollment data to demonstrate progress on its enrollment goals as part of their CAP.

***See Attachment 1 for data tables and additional information.***



**Benchmark 10: Legal Compliance**

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

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> <li>a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.</li> <li>b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.</li> <li>c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li> <li>d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li> <li>e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.</li> <li>f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li> </ul>

**Summative Evidence for Benchmark 10:**

- 1. Element: **Legal Compliance:**
  - **Indicator a:** Some of the school’s policy documents require revision and CSO approval. School officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
  - **Indicator b:** The NYSED CSO issued the school a Notice of Deficiency in February 2020 for academic deficiencies based on CCS’s 2018-2019 NYS test results in both ELA and math. The school leader/BoT chair submitted its initial CAP in March 2020 providing context for the test results and strategies to remediate the deficiency. The NYSED CSO issued the school a second Notice of Deficiency in February 2020 for not enrolling ELLs and ED students in comparable numbers to the school’s district of location. The school leader and BoT chair submitted its CAP in March 2020 outlining its strategies to remediate the deficiency in their enrollment. The CSO will continue its

conversations with the school leader and BoT chair to discuss the challenges and progress made with regard to addressing these deficiencies.

- **Indicator c:** The school ensures that teachers are certified in accordance with applicable laws and regulations, as per its submitted faculty roster. The three uncertified teachers listed in the roster are permitted under the law.
- **Indicator d:** The school has been thoughtful about revision requests, and has sought feedback prior to the submission of formal requests. Over the charter term these revisions include enrollment policy changes to support enrollment targets and changes to the organization structure, as well as policy updates.
- **Indicator e:** The school's enrollment met the 85% threshold of approved enrollment required by the Board of Regents Charter Agreement in both the 2017-2018 and 2018-2019 school years, with 87% and 100% of contracted enrollment, respectively.
- **Indicator f:** The school retains and seeks legal counsel guidance when necessary, according to discussion with the board. Policies submitted with the renewal application require revisions and CSO approval. The school leaders met virtually with the CSO and have submitted the requested changes to the student discipline policy.

**Attachment 1: 2020-2021 Renewal Site Visit**

**Compass Charter School**

**Benchmark 1:**

**Indicator 1: All Schools**

*1.a.i. Accountability - ESEA Accountability Designation:*

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

*1.b.i. Similar Schools Comparison – Comparative Proficiency:*

This school outperformed schools with similar grades and subgroup enrollment in ELA but did not outperform similar schools in math or science.

**Indicator 2: Elementary/Middle School Outcomes**

*2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth).* See Table 1 below.

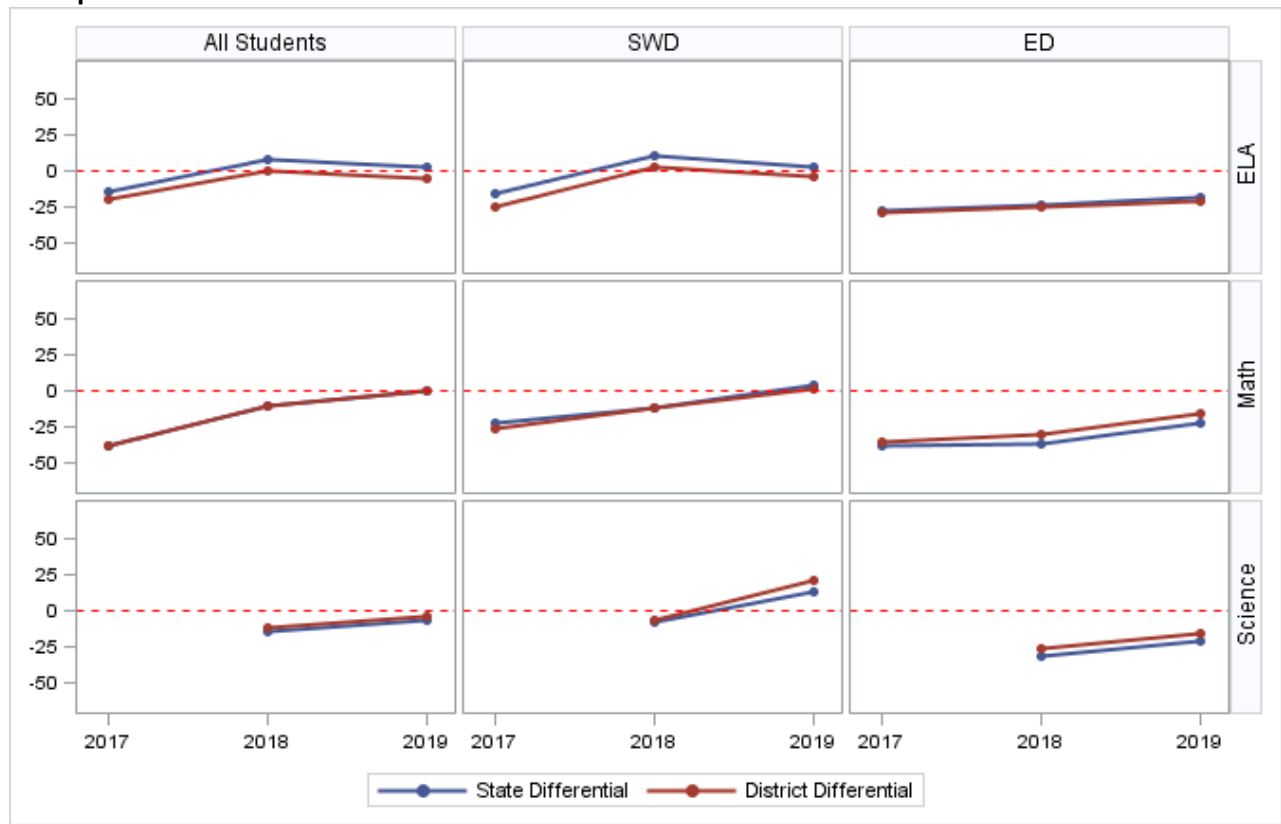
**Table 1: Aggregate and Subgroup Standards-Bases Trending: Math and ELA - Target = 80%**

Compass CS		All Students	SWD	ED
ELA	2017-2018	56%	33%	38%
	2018-2019	54%	28%	24%
Math	2017-2018	52%	20%	23%
	2018-2019	56%	41%	28%

*\*See NOTES (1), (2), (3), and (4) below.*

2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency: See Figure 1, Table 2, and Table 3 below.

**Figure 1: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to NYC CSD 13**



\*See NOTES (1), (2), (5) and (6) below.

**Table 2: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science**

		ELA					Math					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
All Students	2016-2017	29%	48%	-19	43%	-14	11%	49%	-38	48%	-37	.	.	.	.	.
	2017-2018	57%	57%	0	49%	+8	41%	51%	-10	51%	-10	74%	86%	-12	88%	-14
	2018-2019	49%	54%	-5	46%	+3	50%	50%	0	50%	0	80%	84%	-4	86%	-6
SWD	2016-2017	0%	25%	-25	15%	-15	0%	26%	-26	22%	-22	.	.	.	.	.
	2017-2018	32%	29%	+3	21%	+11	13%	24%	-11	24%	-11	67%	73%	-6	74%	-7
	2018-2019	20%	24%	-4	17%	+3	26%	24%	+2	22%	+4	81%	60%	+21	68%	+13
ED	2016-2017	5%	33%	-28	32%	-27	0%	35%	-35	37%	-37	.	.	.	.	.
	2017-2018	16%	41%	-25	39%	-23	4%	34%	-30	40%	-36	53%	79%	-26	84%	-31
	2018-2019	18%	38%	-20	36%	-18	18%	33%	-15	40%	-22	60%	75%	-15	80%	-20

\*See NOTES (1), (2), (4), (5), and (6) below.

**Table 3: Aggregate Grade Level Proficiency – Math, ELA, and Science**

		ELA					Math					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	29%	48%	-19	43%	-14	11%	49%	-38	48%	-37	.	.	.	.	.
	2017-2018	67%	57%	+10	51%	+16	47%	54%	-7	54%	-7	.	.	.	.	.
	2018-2019	50%	60%	-10	52%	-2	50%	54%	-4	55%	-5	.	.	.	.	.
Grade 4	2017-2018	45%	57%	-12	47%	-2	32%	47%	-15	48%	-16	74%	86%	-12	88%	-14
	2018-2019	51%	58%	-7	48%	+3	55%	49%	+6	50%	+5	80%	84%	-4	86%	-6
Grade 5	2018-2019	43%	44%	-1	38%	+5	45%	47%	-2	46%	-1	.	.	.	.	.

\*See NOTES (1), (2), (4), (5), and (6) below.

**Indicator 3: High School Outcomes**

*(Not applicable to this charter school.)*

**Benchmark 9:**

**Indicator 1: All Schools**

1.a.i. and 1.a.ii. Enrollment. See Tables 4, and 5 below.

**Table 4: Aggregate Enrollment: Reported vs Contracted – Target = 100%**

Compass CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	198	154	78%
2016-2017	264	215	81%
2017-2018	300	261	87%
2018-2019	300	300	100%
2019-2020	300	287	96%

\*See NOTES (11) below.

**Table 5: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged**

	SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2015-2016	16%	18%	-2	2%	8%	-6	33%	58%	-25
2016-2017	17%	20%	-3	1%	7%	-6	33%	57%	-24
2017-2018	25%	21%	+4	1%	7%	-6	30%	59%	-29
2018-2019	27%	21%	+6	3%	7%	-4	29%	56%	-27
2019-2020	25%	21%	+4	3%	6%	-3	26%	53%	-27

\*See NOTES (1) and (5) below.

1.b.i. and 1.b.ii. Retention: See Table 6 below.

**Table 6: Aggregate and Subgroup Retention**

	All Students			SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2015-2016	84%	82%	+2	57%	84%	-27	.	83%	-83	71%	80%	-9
2016-2017	94%	82%	+12	88%	79%	+9	100%	81%	+19	84%	82%	+2
2017-2018	86%	84%	+2	73%	81%	-8	100%	82%	+18	76%	82%	-6
2018-2019	76%	85%	-9	74%	84%	-10	100%	78%	+22	75%	83%	-8
2019-2020	67%	86%	-19	62%	84%	-22	89%	82%	+7	52%	83%	-31

\*See NOTES (1) and (5) below.

**\*NOTES:**

- (1) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (2) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (3) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (4) A "." in any table indicates that the data was suppressed according to standard NYSED business rules (N<5), no student sat for the exam, or the exam was not given.
- (5) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district and/or NYS.

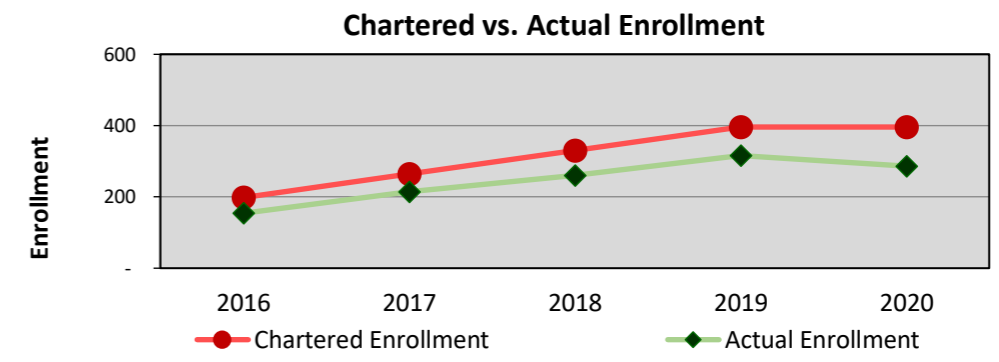
- (6) *Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (7) *Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (8) *Data in the table above represents students who passed the ELA regents exam (or Regents approved equivalent exam) with a score of 75 or better and who also passed a Math Regents exam (or NYSED approved equivalent exam) with a score of 80 or above.*
- (9) *The 4- and 5-year graduation rates reported in the table above are as of August. The 6-year graduation rates are as of June.*
- (10) *Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (11) *Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year, 5-year, and 6-year graduation (includes August graduates).*

# Charter School Fiscal Accountability Summary

## COMPASS CHARTER SCHOOL

Grades Served  
 Maximum Chartered Grades Served  
 Chartered Enrollment  
 Maximum Chartered Enrollment  
 Actual Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20	
K-2		K-3		K-4		K-5
K-5		K-5		K-5		K-5
198		264		330		396
396		396		396		396
154		215		261		316



### ASSETS

#### Current Assets

Cash and Cash Equivalents  
 Grants and Contracts Receivable  
 Prepaid Expenses  
 Other Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents	443,582	404,845	463,119	807,321	1,738,818
Grants and Contracts Receivable	44,702	109,460	131,091	10,509	119,956
Prepaid Expenses	37,900	46,290	77,936	70,386	102,281
Other Current Assets	-	3,907	11,115	29,862	22,570
<b>Total Current Assets</b>	<b>526,184</b>	<b>564,502</b>	<b>683,261</b>	<b>918,078</b>	<b>1,983,625</b>

#### Non-Current Assets

Property, Building and Equipment, net  
 Restricted Cash  
 Security Deposits  
 Other Non-Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Property, Building and Equipment, net	161,620	160,773	170,071	177,601	172,257
Restricted Cash	-	75,045	75,082	75,119	100,151
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
<b>Total Non - Current Assets</b>	<b>161,620</b>	<b>235,818</b>	<b>245,153</b>	<b>252,720</b>	<b>272,408</b>
<b>Total Assets</b>	<b>687,804</b>	<b>800,320</b>	<b>928,414</b>	<b>1,170,798</b>	<b>2,256,033</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses  
 Accrued Payroll and Payroll Taxes  
 Due to Related Parties  
 Refundable Advances  
 Other Current Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	101,360	39,070	31,031	44,290	52,868
Accrued Payroll and Payroll Taxes	139,439	221,590	318,262	397,942	461,198
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	7,878	-	23,999	358,514
<b>Total Current Liabilities</b>	<b>240,799</b>	<b>268,538</b>	<b>349,293</b>	<b>466,231</b>	<b>872,580</b>

#### Long-Term Liabilities

Deferred Rent  
 Other Long-Term Liabilities

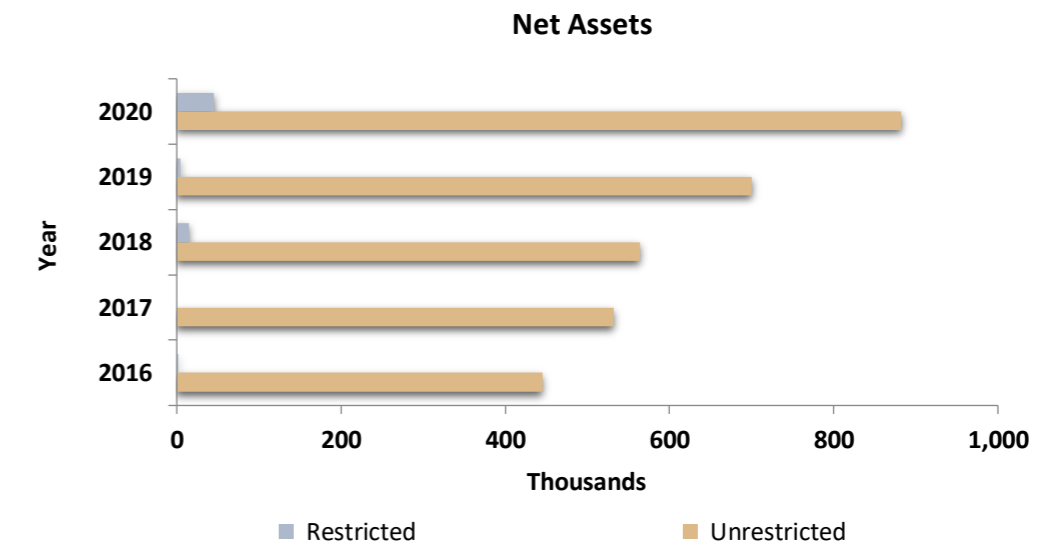
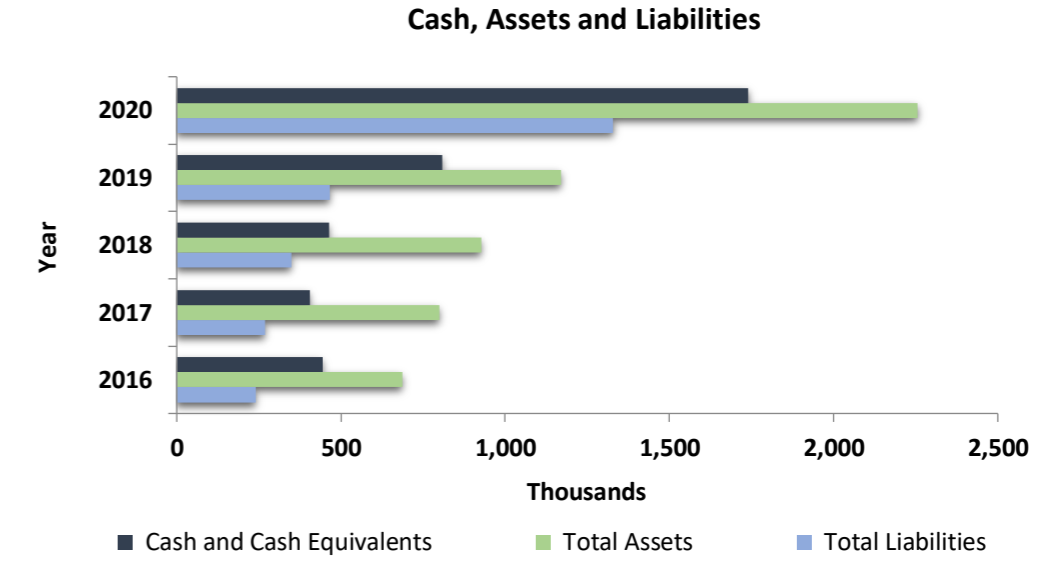
	2015-16	2016-17	2017-18	2018-19	2019-20
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	456,486
<b>Total Long-Term Liabilities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>456,486</b>
<b>Total Liabilities</b>	<b>240,799</b>	<b>268,538</b>	<b>349,293</b>	<b>466,231</b>	<b>1,329,066</b>

### NET ASSETS

#### Unrestricted

#### Restricted

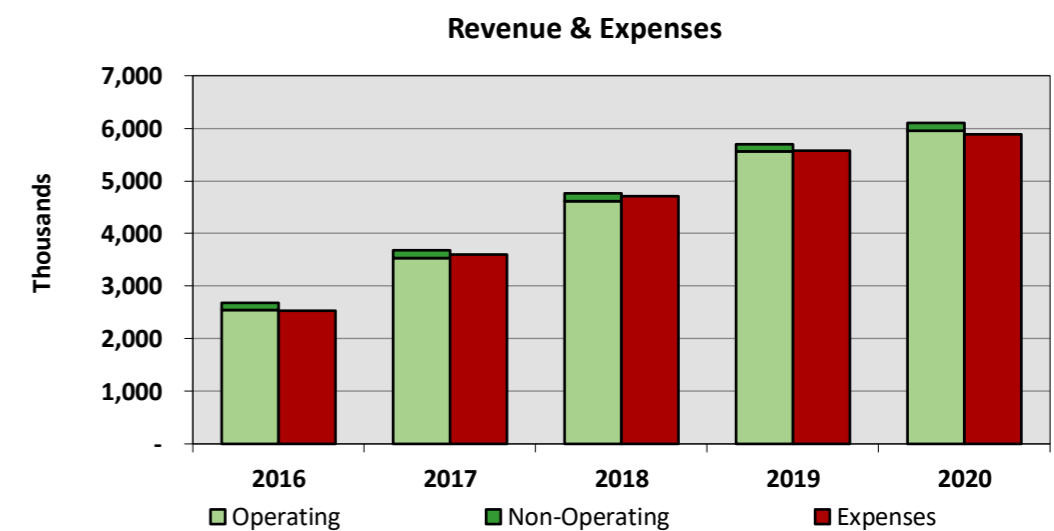
	2015-16	2016-17	2017-18	2018-19	2019-20
Unrestricted	445,005	531,782	564,121	699,757	882,240
Restricted	2,000	-	15,000	4,810	44,727
<b>Total Net Assets</b>	<b>447,005</b>	<b>531,782</b>	<b>579,121</b>	<b>704,567</b>	<b>926,967</b>
<b>Total Liabilities and Net Assets</b>	<b>687,804</b>	<b>800,320</b>	<b>928,414</b>	<b>1,170,798</b>	<b>2,256,033</b>



### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed  
 State and Local Per Pupil Revenue - SPED  
 State and Local Per Pupil Facilities Revenue  
 Federal Grants  
 State and City Grants  
 Other Operating Income

	2015-16	2016-17	2017-18	2018-19	2019-20
State and Local Per Pupil Revenue - Reg. Ed	2,383,704	2,902,888	3,771,790	4,359,051	4,836,699
State and Local Per Pupil Revenue - SPED	-	462,891	642,714	954,182	751,504
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	143,958	59,655	76,495	85,608	308,829
State and City Grants	-	108,160	117,215	169,130	-
Other Operating Income	22,929	-	-	-	54,661
<b>Total Operating Revenue</b>	<b>2,550,591</b>	<b>3,533,594</b>	<b>4,608,214</b>	<b>5,567,971</b>	<b>5,951,693</b>



### EXPENSES

#### Program Services

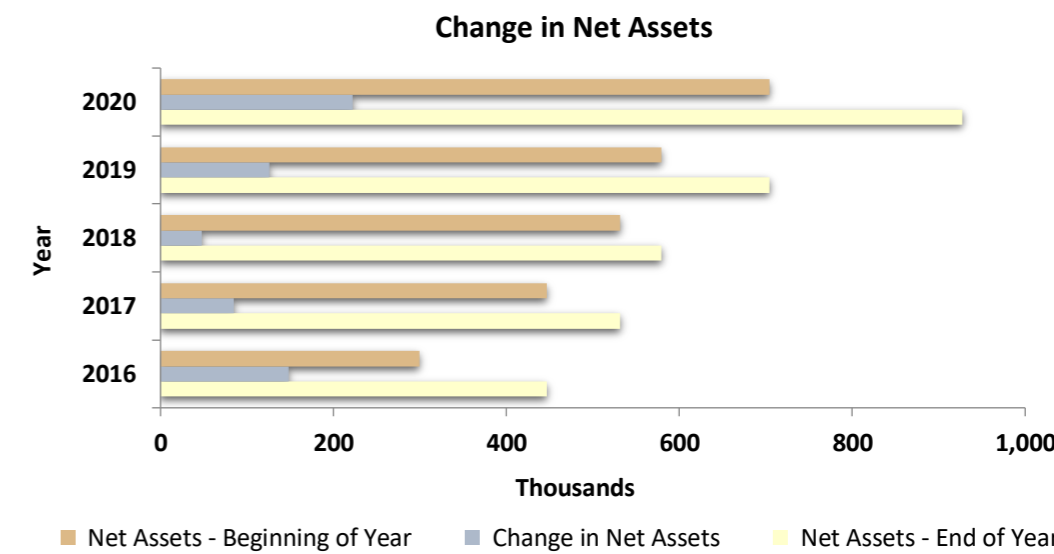
Regular Education  
 Special Education  
 Other Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	1,473,784	2,305,271	2,751,653	3,410,522	3,615,316
Special Education	756,977	988,501	1,647,622	1,782,930	1,685,211
Other Expenses	-	-	-	-	220,496
<b>Total Program Services</b>	<b>2,230,761</b>	<b>3,293,772</b>	<b>4,399,275</b>	<b>5,193,452</b>	<b>5,521,023</b>

#### Supporting Services

Management and General  
 Fundraising

	2015-16	2016-17	2017-18	2018-19	2019-20
Management and General	223,092	203,694	204,735	259,380	282,549
Fundraising	77,877	97,902	108,192	120,556	81,751
<b>Total Support Services</b>	<b>300,969</b>	<b>301,596</b>	<b>312,927</b>	<b>379,936</b>	<b>364,300</b>
<b>Total Expenses</b>	<b>2,531,730</b>	<b>3,595,368</b>	<b>4,712,202</b>	<b>5,573,388</b>	<b>5,885,323</b>
<b>Surplus/Deficit from Operations</b>	<b>18,861</b>	<b>(61,774)</b>	<b>(103,988)</b>	<b>(5,417)</b>	<b>66,370</b>



### SUPPORT AND OTHER REVENUE

Interest and Other Income  
 Contributions and Grants  
 Fundraising Support  
 Other Support and Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Interest and Other Income	12	261	92	83	107
Contributions and Grants	7,812	52,286	89,762	43,736	155,865
Fundraising Support	115,530	94,004	61,473	87,044	58
Other Support and Revenue	5,472	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>128,826</b>	<b>146,551</b>	<b>151,327</b>	<b>130,863</b>	<b>156,030</b>
<b>Change in Net Assets</b>	<b>147,687</b>	<b>84,777</b>	<b>47,339</b>	<b>125,446</b>	<b>222,400</b>
<b>Net Assets - Beginning of Year</b>	<b>299,318</b>	<b>447,005</b>	<b>531,782</b>	<b>579,121</b>	<b>704,567</b>
<b>Net Assets - End of Year</b>	<b>447,005</b>	<b>531,782</b>	<b>579,121</b>	<b>704,567</b>	<b>926,967</b>

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
 Support and Other Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	16,562	16,435	17,656	17,620	20,738
Support and Other Revenue	837	682	580	414	544
<b>Total Revenue</b>	<b>17,399</b>	<b>17,117</b>	<b>18,236</b>	<b>18,034</b>	<b>21,281</b>

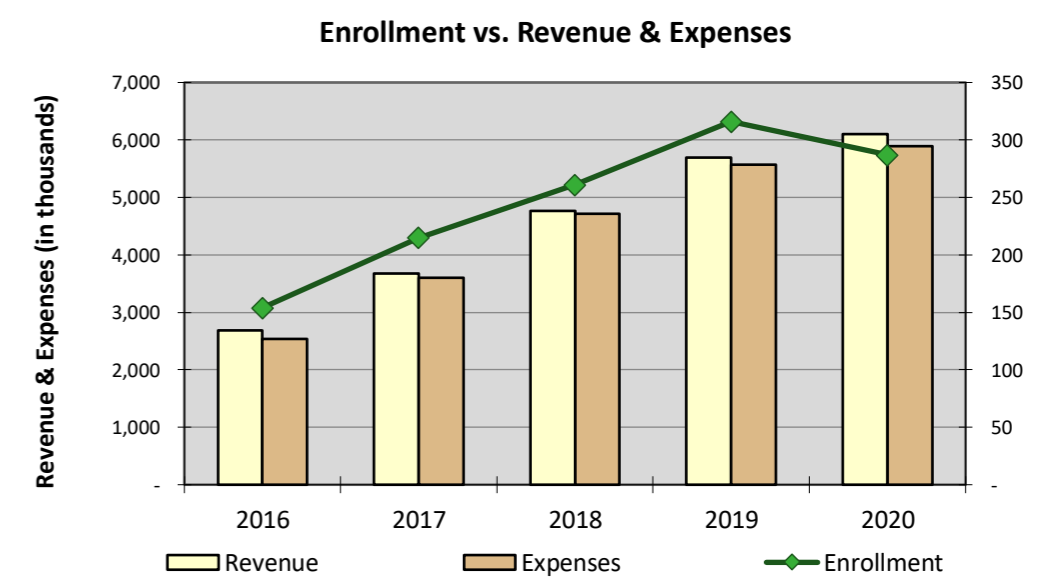
#### Expenses - Per Pupil

Program Services  
 Management and General, Fundraising

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	14,485	15,320	16,855	16,435	19,237
Management and General, Fundraising	1,954	1,403	1,199	1,202	1,269
<b>Total Expenses</b>	<b>16,440</b>	<b>16,723</b>	<b>18,054</b>	<b>17,637</b>	<b>20,506</b>

% of Program Services  
 % of Management and Other  
 % of Revenue Exceeding Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
% of Program Services	88.1%	91.6%	93.4%	93.2%	93.8%
% of Management and Other	11.9%	8.4%	6.6%	6.8%	6.2%
% of Revenue Exceeding Expenses	5.8%	2.4%	1.0%	2.3%	3.8%



### FINANCIAL COMPOSITE SCORE

#### Composite Score

**BENCHMARK and FINDING:**  
 Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 /  
 Needs Monitoring; -1.0 - 0.9

	2015-16	2016-17	2017-18	2018-19	2019-20
Composite Score	2.25	2.05	1.82	2.02	2.10
<b>BENCHMARK and FINDING:</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>

### WORKING CAPITAL

Net Working Capital  
 Working Capital (Current) Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	285,385	295,964	333,968	451,847	1,111,045
Working Capital (Current) Ratio	2.2	2.1	2.0	2.0	2.3
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

Ratio should be equal to or greater than 1.2

### DEBT TO ASSET

#### Debt to Asset Ratio

**BENCHMARK and FINDING:**  
 Ratio should be equal to or less than 1.0

	2015-16	2016-17	2017-18	2018-19	2019-20
Debt to Asset Ratio	0.4	0.3	0.4	0.4	0.6
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

### CASH POSITION

#### Days of Cash

**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 60 days

	2015-16	2016-17	2017-18	2018-19	2019-20
Days of Cash	64.0	41.1	35.9	52.9	107.8
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>

### TOTAL MARGIN

#### Total Margin Ratio

**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 0.0

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Margin Ratio	0.1	0.0	0.0	0.0	0.0
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>

