

# New York State Education Department

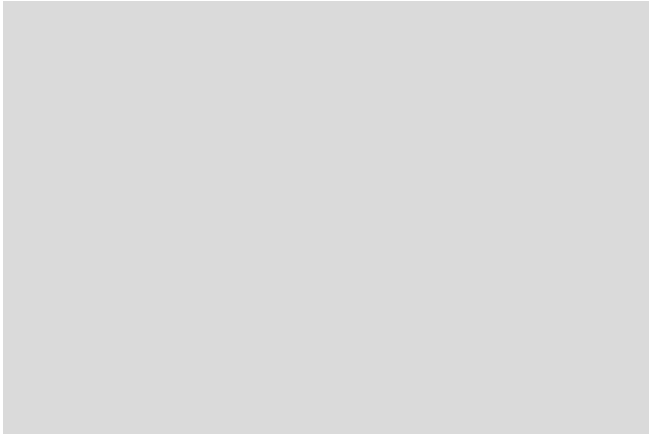
*Remote Renewal Site Visit Report*



## 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>



reflecting the school's commitment to diversity in all areas of the organization.

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 school from meeting the standards for renewal.

**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



## 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>**

2019 Performance Benchmark		Level
Educational Success	<p><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.</p>	

## *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.

### **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*

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**

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

- **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.





### 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

Element

Indicators

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 decrease from 52.57% (n=108) to 1.35% (e=10.8).

1. Measures of Culture, Climate, and Student Engagement

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>





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





## Benchmark 6: Board Oversight and Governance

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

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>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.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

### 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 subgocuca cr (u)M1.35 (a)6 ( )0m(e)-6 (bw [it]-2.9 ( )J145-0.001 41m)-6.3 (b( )JJ0.002 Tc )7.9 (vi(re)-3



Element

Indicators

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.**

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.

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



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*

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

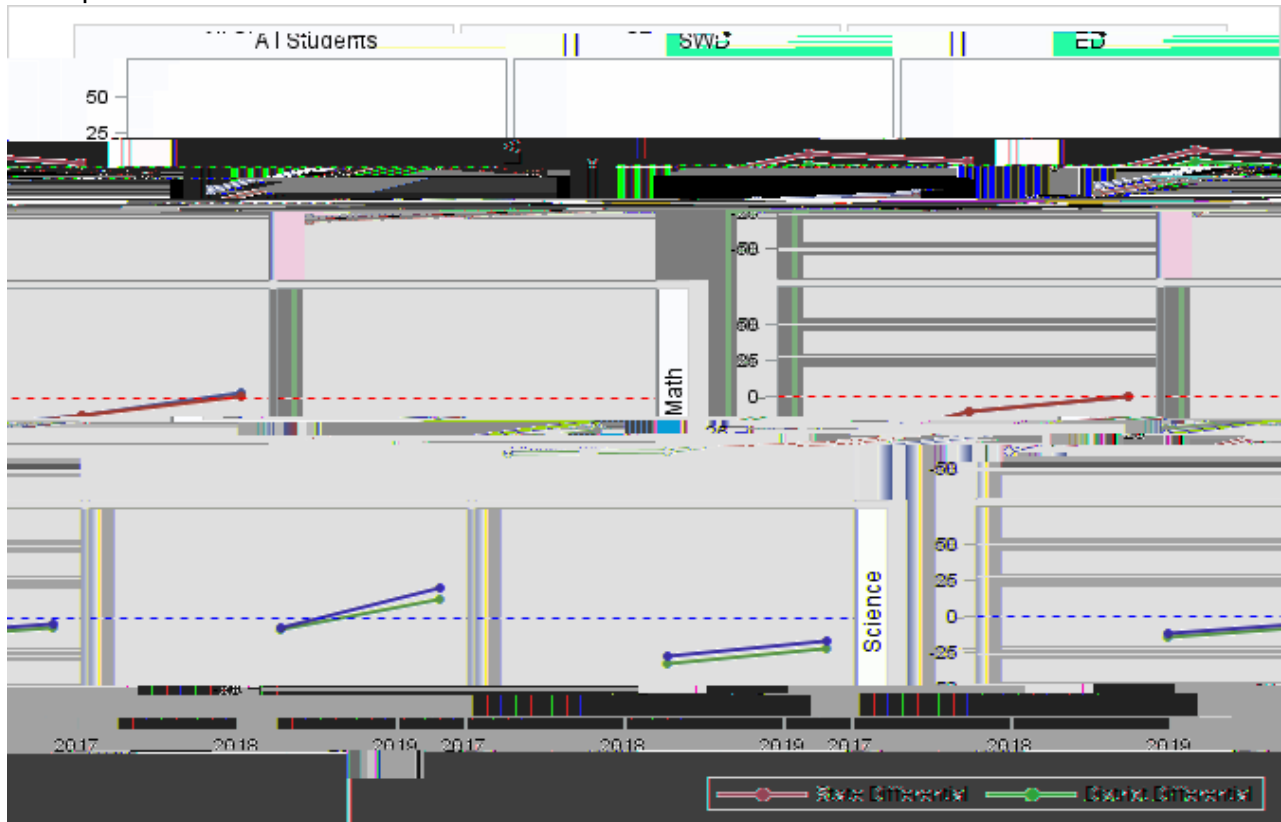
Indicator 1: All Schools

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.

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) 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), (4), (5), and (6) below.

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

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

Indicator 3: High School Outcomes

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Table5: Subgroup Enrollment Students with Disabilities, ELL and Economically Disadvantaged

	SWD			ELL			ED		
	Compass CS	NYC CSD 1%	Differential to District	Compass CS	NYC CSD 1%	Differential to District	Compass CS	NYC CSD 1%	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 (and 5) below.

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

Table 6: Aggregate and Subgroup Retention

	Compass CS	NYC CSD 1%	Differential to District	Compass CS	NYC CSD 1%	Differential to District	Compass CS	NYC CSD 1%	Differential to District	Compass CS	NYC CSD 1%	Differential to District
2015-2016	84%	82%										

\*See NOTES (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 ~~also~~.
- (9) The 4 and 5-year graduation rates reported in the table above are as of August. ~~The~~ 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 ~~year~~, 5-year, and ~~6-year~~ graduation (includes August graduates).

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-2	K-3	K-4	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	198	264	330	396	396
Maximum Chartered Enrollment	396	396	396	396	396
Actual Enrollment	154	215	261	316	287

**ASSETS**

<b>Current Assets</b>					
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		

