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SCHOOL DESCRIPTION

Charter

1

Name	Southside Academy Charter School
Address	Dr. Carol Hill
District	Syracuse City School District
Date	Fall 2002
Charter	<ul style="list-style-type: none"> x Initial Charter Term: January 16, 2002-January 16, 2007 x First Renewal: January 16, 2007-June 30, 2007 x Second Renewal: July 1, 2007-690

- x ~~Full~~ 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.

- x ~~6~~ 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, **o**

 - (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.

- x ~~Not~~ 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.

~~But~~ 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.

SCHOOL CHARTERS

Charter	2017-2018	2018-2019	2019-2020
Grade Level	K-Grade 8	K-Grade 8	K-Grade 8
Enrollment	690	690	690

2

2020-2021

2021-2022

2

2020-2021

2021-2022

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- f. ~~North~~
- g. ~~Ch~~ ~~MR~~ ~~Sg~~
- h. ~~NED Corp~~
- i. ~~NED Corp~~
- j. ~~Northside~~ ~~College~~
~~Trust~~

g. g.

Not in
Class

Summary of Findings

- x The Southside Academy Charter School is in year 17 of operation and serves students in K-Grade 8. During its current charter term, the school is rated in the following manner: exceeding 0 benchmarks, meeting 5 benchmarks, approaching 5 benchmarks, and falling far below 0 benchmarks. Additional details regarding those ratings are provided below.

- x **Ac 65** : The school has a robust leadership team and support staff that are in alignment around the school's mission, having set clear goals and priorities to improve student achievement. The school has a strong culture with an increasing focus on positive reinforcement and restorative practices. It also has a comprehensive professional development program, including formal training and ongoing coaching. The school also has a tiered intervention program with a variety of programs to meet student needs. The school has a productive relationship with National Heritage Academies (NHA), a for-profit charter management organization, and appeared satisfied with its supports and resources.

- x **Ac 66** : The school has struggled to hire and retain teachers and had a

Indicator

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for 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.

Element

Element	Indicators
1. Curriculum	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none"> a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none"> a. The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Findings

1. Element: *Curriculum*:

The school has an evolving curriculum based on NHA and state resources and commercial programs. School leaders described working closely with NHA to modify the curriculum and reported making changes in ELA, math and Social Studies. The school uses EngageNY literacy curriculum, which is aligned to state standards, and staff teams reportedly revise scope and sequences to align instruction to state exam schedules. The curriculum is

supplemented in the lower grades with Language for Learning for pre-literacy skills, Reading Mastery for decoding, Reading Street for comprehension, and the iReady self-paced computer program. The school has also introduced the Bridges and Illustrative programs for math and My World for social studies. In the upper grades, small groups are pulled to work with the Corrective Reading program and the school is piloting the balanced literacy rotation model used in the lower grades with two 4th grade classes this year.

- x **1b** The school uses a variety of commercial or other existing programs that provide guidance resources for instructional planning, e.g., scope and sequences, curriculum maps and scripts, and align to standards. Teachers are expected to create lesson plans that include HOTS (higher order thinking skills) and I Cans (daily lesson objectives). Grade teams use common lesson plans. Interventionists are also expected to create “skill plans” to guide their lessons. Lesson plans are submitted and reviewed by instructional leaders. A CSO site visit team review of lesson plans on the days of the renewal visit found organized lessons with a focus on foundational skills and knowledge; there was limited evidence of complex tasks, writing assignments, or projects.
- x **1c** The school uses a variety of commercial and other existing programs that are vertically aligned by design, e.g., Reading Mastery leads into Corrective Reading program. There was some limited evidence of horizontal alignment such as common writing rubrics used across subjects.
- x **1d** The school differentiates in a number of ways, including flexible heterogeneous and homogenous grouping and rotations within classes and homogenous leveled classes in upper grades. The school has a robust tiered intervention program and has selected a variety of supplemental programs and resources to meet students’ needs. For example, the school is implementing decoding instruction in the upper grades for students identified with phonics deficits.
- x **1e** Instructional leaders described ongoing review and revision of the curriculum based on evaluation of student performance data and state standards and assessments, with evidence of recent changes in the school’s ELA, math and social studies programs. School staff reported work.

(c) -

On the other hand, in a number of classes instruction lacked higher-order thinking skills' tasks and questioning, with teachers often leading students or continuously repeating their answers. Many classroom lessons were teacher centered with limited evidence of checks for understanding. While multiple adults were observed in many classrooms, co-teaching was not always maximized to monitor student learning and target support.

- x **1b** Students were generally engaged in most classrooms with evidence of internalized routines in many classes. Teachers used cold calling techniques to maintain student attention and many effectively re-engaged students who were off task. However, in some classes ineffective pacing led some students to disengage. For example, in one class the teacher took an excessive amount of time to write out an answer on the board while students disengaged and then had students use more time to copy it.

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

- x **1a** The school uses a balanced system of formative, diagnostic and summative assessments. AimswebPlus is used as a diagnostic test and instructional leaders indicated that they elected to administer the whole benchmark assessment in reading and math to obtain more useful data. Aimsweb is also used for progress monitoring students in intervention programs. The NWEA MAP is administered twice per year to all grades. Students in K- Grade 2 take an additional NWEA exam mid-year and students in Grades 3-8 take interim assessments developed by NHA in math and ELA. The school also administers multiple mock state exams; school leaders noted that they had added science exams for 4th and 8th grade this year. Students take weekly curriculum-based assessments to evaluate standards mastery as well as daily exit tickets.

services are provided in every grade for students with disabilities and co-teaching was in practice in a number of observed classes. ELLs/MLLs students participate in English as a New Language (ENL) classes and ELL teachers push into general education classrooms for math. Support staff also noted that they have curriculum resources available in Spanish.

- x **1b** School leaders and support staff noted the use of AimswebPlus assessments for progress monitoring as well as tracking Individual Education Program (IEP) goals in IEP Direct and sending regular progress notes to parents. Teachers and support staff meet with instructional leaders weekly in grade-level team meetings, bi-weekly in wing (grade span) meetings, and schoolwide monthly to discuss trends and identify areas for re-teaching and intervention. School leaders also described a new protocol for the intervention team to evaluate data and “identify growth, needs and next steps.” Interventionists reportedly meet almost daily with classroom teachers to look at data and plan supplemental instruction

Standard 1: Student Learning, Growth, and Achievement

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

Element

Element

Indicators

- | | |
|-----------------------------------|--|
| 1. Behavior Management and Safety | a. The school has a clear approach to behavioral management, including a written discipline policy.
b. The school appears safe and all school constituents are able to articulate how |
|-----------------------------------|--|

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B5. Financial

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

Fg Me

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

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. 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.

F15

The Charter School Office reviewed Southside Academy Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

This school's board of trustees has delegated to its management company, NHA, the responsibility of conducting the operations of the school, including its finances, with minimal cash on hand, and its single largest asset is Grants and Contracts Receivable.

The Office of the State Comptroller (OSC) conducted an audit of the school with the objective to determine whether student enrollment records and billings to school districts were accurate and supported in 2018.

(See report at <http://www.osc.state.tx.us/001100209/w/20180510/ing/ActualTextEFF.98D1>)

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x **lib** CSO team r

them and provide feedback. Instructional leaders provide ongoing feedback via the one-on-one meetings and grade and wing meetings.

- x ~~1b~~ School leaders and teachers noted a system of staff surveys that provide information about the school and compare it to other schools in the NHA network. Deans also meet weekly with staff in coaching meetings.

Key Design

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

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Element

Indicators

- 1. Mission and Key Design Elements

- a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
- b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

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- 1. Element

~~Bl~~ ~~EB~~

~~EB~~

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 for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract and recruit, retain such students.

~~Fg~~ ~~Ap~~

Element

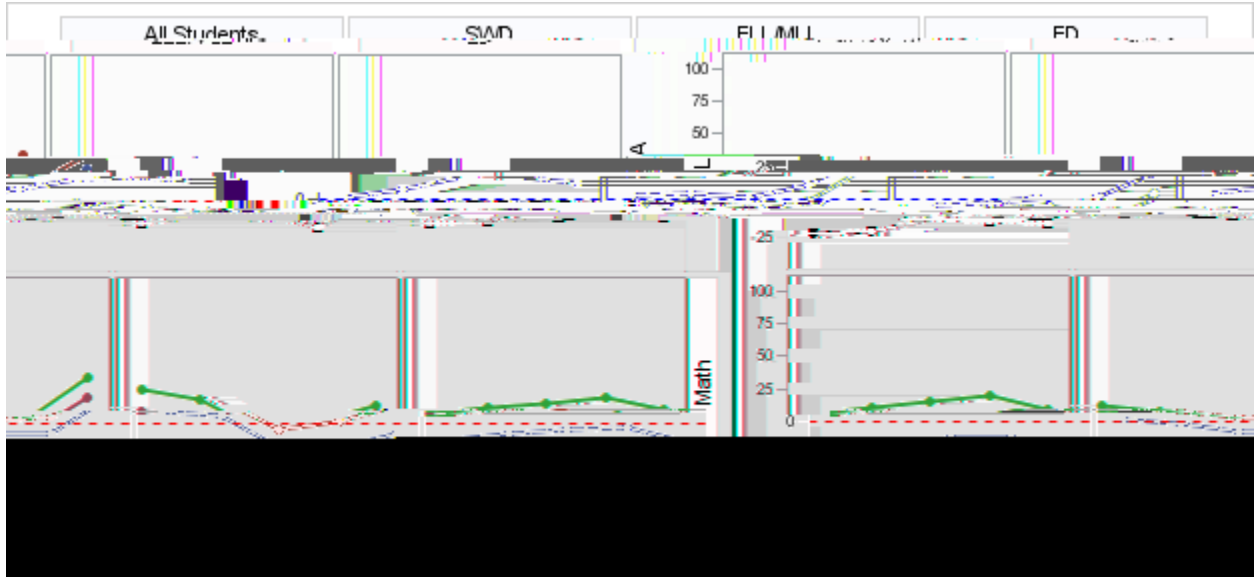
Indicators

1.

- x **1b** School leaders and support staff reported monitoring enrollment numbers and making specific recruitment efforts, particularly with respect to ELL/MLL students, which has resulted in a small increase in the ELL/MLL

2.b.i. and 2b.ii. Proficiency Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Fig: Example Data



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

D: ENROLLMENT DATA

	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
2014-2015	10%	8%	+2	31%	-21	15%	9%	+6	38%	-23
2015-2016	18%	11%	+7	38%	-20	21%	10%	+11	39%	-18
2016-2017	30%	13%	+17	40%	-10	27%	11%	+16	40%	-13
2017-2018	32%	15%	+17	45%	-13	33%	13%	+20	45%	-12
2018-2019	31%	18%	+13	45%	-14	25%	15%	+10	47%	-22
2014-2015	4%	1%	+3	7%	-3	14%	2%	+12	12%	+2
2015-2016	7%	2%	+5	9%	-2	10%	3%	+7	12%	-2
2016-2017	4%	2%	+2	11%	-7	6%	3%	+3	14%	-8
2017-2018	14%	3%	+11	16%	-2	9%	4%	+5	17%	-8
2018-2019	40%	5%	+35	16%	+24	40%	5%	+35	20%	+20
2015-2016	0%	3%	-30%	5%	0%	20%	2018	14%	12%	

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

2.b.iii. Aggregate Grade Level Proficiency See Table 3 below.

Year	3: Algebra					Grade 4				
	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
2014-2015	12%	8%	+4	31%	-19	30%	13%	+17	42%	-12
2015-2016	21%	11%	+10	42%	-21	27%	16%	+11	44%	-17
2016-2017	30%	15%	+15	43%	-13	34%	18%	+16	48%	-14
2017-2018	23%	20%	+3	51%	-28	25%	24%	+1	54%	-29
2018-2019	36%	23%	+13	52%	-16	38%	22%	+16	55%	-17
2014-2015	14%	9%	+5	33%	-19	21%	14%	+7	43%	-22
2015-2016	23%	13%	+10	41%	-18	27%	14%	+13	45%	-18
2016-2017	32%	13%	+19	41%	-9	45%	13%	+32	43%	+2
2017-2018	31%	16%	+15	47%	-16	30%	14%	+16	48%	-18
2018-2019	29%	21%	+8	48%	-19	28%	18%	+10	50%	-22
2014-2019	24%	14%	+10	44%	-20	32%	16%	+16	46%	-14

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

13: H
(Not applicable to this charter school.)

B:

4: D

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

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