New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework
2020-2021

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	Collegiate Academy of Mathematics and Personal Awareness Charter School
	Ms. Viola Abbott
	NYC CSD 19
	September 2016
	Initial Term: September 8, 2016 - June 30, 2021
	Grades 6-8/ 375 students
	Grades 6-10/ 200 students
	None
	1962-84 Linden Boulevard in the East New York neighborhood of Brooklyn - Private Space
	The Community of the Collegiate Academy Mathematics and Personal Awareness Cha School (CAMPA CS) will work tirelessly to ensure that our students will be in a serious, nurturi environment that will foster academic success and promote character development. We expect that all of our students wiwiwi10(i)-2..3 (w)-5.4 [(o)-0.9 80(i)-2Anwltc9 (p

roughly 50%. CAMPA CS will purposefully create the supportive environment

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(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 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 6ar(n)2.3h6.7 (f n)13.1 .3 395 (.)4 ( )]TJ.04 13 0 Td( )7[illegible]

	Grade 6	Grades 6-7	Grades 6-8	Grades 6-8	Grades 6-8
	60	70	315 (100)	375 (100)	375 (100)

	Grades 6-9	Grades 6-10	Grades 6-10	Grades 6-10	Grades 6-10
	140	175	200	200	200

METHODOLOGY

A two-day remote renewal-

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

- x
- x
- x

- x
- x
- x
- x
- x
- x

- x
- x
- x

The 2015 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 2015 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 school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	
	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 [redacted] (l)-2.udent i.	

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Across school years 2016-2017 through 2018-2019, CAMPA CS's NYS testing results in ELA and math surpassed the district of location, NYC CSD 19, overall and for ED students. Results did not surpass NYS averages overall in any year (two percentage points in ELA and seventeen percentage points in math in 2018-2019). Outcomes for ED students did surpass NYS averages in ELA in 2017-2018 and 2018-2019 (seven percentage points in 2018-2019), but not in math (twelve percentage points in 2018-2019). Outcomes for SWDs in ELA and math were below both NYC CSD 19 and NYS across 2016-2017 through 2018-2019.

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- MS:
  - CAMPA CS's academic program focuses on balanced literacy and critical thinking in ELA, application and problem-solving in math, and project-based learning in science and social studies.
  - The school's course sequence and Saturday Academy academic support prepares students to take Regents exams in Algebra I, Living Environment, and US History and Government.
  - The remote learning schedule largely mirrors synchronous in-person learning Monday through Thursday with five 45-minute classes, daily recitation, and end-of-day office hours. On Fridays, students have opportunities for individual and small group remediation, assignment completion, and lesson previewing for the following week.

- SWDs:
  - CAMPA CS employs a special education coordinator who provides push-in and pull-out special education teacher support services (SETSS). The school also offers an Integrated Co-Teaching (ICT) class at each grade level.
  - CAMPA CS works with the New York City Department of Education to provide speech and occupational therapy services.
- ELLs:
  - CAMPA CS employs a Spanish/ENL teacher who incorporates language literacy strategies during Spanish class and provides direct ELL support during Saturday recitation. The introduction of this Saturday recitation serves as supplemental support and does not replace the use of the pull-out time during the weekday.

1. Element: ***Curriculum***:
   - As described in the renewal application narrative, CAMPA CS utilizes EngageNY curricular modules in ELA and math to support a balanced literacy approach, real-world connections, and critical thinking and problem solving. For science, CAMPA CS also uses EngageNY as well as The Living Environment curriculum from the NYS Education Department to support preparation for the aligned Regents exam. In social studies, CAMPA CS draws on EngageNY and Prentice Hall texts to support an inter-disciplinary, project-based approach to global studies and geography and U.S. history and government. According to the 2019 CSO survey, 100% of teachers agree there is a documented curriculum aligned to NYSLS. While physical education/health and Spanish are offered in addition to the core content classes, CAMPA CS did not offer art or music to its students during remote learning. However, CAMPA CS's educational services provider delivers remote and art5.5 (id)TJ-0.001 (t)]217 Td[2/(t)-6 (o)1.3 10.9 (en)2c reoo re 6.6 (n)2.2 (/)-6 (a)2.(t)4.9 (

general education teachers to discuss individual students' needs through email, texting, phone calls, Slack, and before and after school conversations; a similar collaboration was not described to support ELLs.

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

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 the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2.	

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial

CAMPA CS had engaged a fiscal consultant to perform bank reconciliations on a qr.6 (T0.8l-1.6 (c)-7.70.6 (qr))]TJ6 f (E

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.

Element	Indicators
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

1. Element: ***Board Oversight and Governance:***
   - The CAMPA CS Board of Trustees consists of seven members, which aligns with the by-laws expectation for between five and 15 board members. According to the board membership table, five of seven board members have served since the school's inception and planning years and two additional members joined in 2017 and 2020 respectively. As noted in the board roster, board members have expertise in instruction, school leadership, community relations, school start up and transformation, non-profit and financial management, and diversity, equity, and inclusion. During the board of trustees focus group, board members noted that they are actively seeking to expand the board to increase size and the diversity of expertise with resumes for prospective candidates circulated.
   - While the renewal application narrative describes utilizing an accountability dashboard to track and report on academic, operational, and financial goals, evidence of such a dashboard or discussions of outcomes in relation to goals is not present in board minutes reviewed from June 2019 through October 2020. During the board of trustees focus group, board members noted plans to undertake goal setting during the upcoming April 2021 board retreat. The board of trustees will engage in Strategic Planning and Goal Development as per the charter renewal.
   - As described in the renewal application narrative and affirmed during the board focus group, the board largely undertakes oversight responsibilities through its committee structure with three standing and two ad-hoc committees: Executive, Finance, Education, Enrollment and Compliance. Each committee, which now includes an education service provider representative,

meets monthly and reports back to full board. However, the board minutes reviewed from June 2019 through December 2020 do not demonstrate a regular sharing and discussion of financial metrics and health. Furthermore, there is no evidence in the minutes that the Education Committee reports out at full board meetings or that the board reviews academic benchmark results.

- x According to the renewal narrative, financial, employment, and student and family policies are reviewed and approved annually by the board with advisement from legal counsel and consultants as needed. However, reviewed board minutes between June 2019 and December 2020 do not illustrate approval of any policy outside of a financial plan in October 2020.
- x As described in the renewal application attachments, with templates provided, each board member completes an annual self-evaluation with satisfaction scale questions related to understanding and supporting the mission, knowledge and actions aligned to responsibilities, and enhancing the school. The Executive Committee presents results at the annual retreat and utilizes the results to inform board development. Additionally, an annual summative evaluation of the principal, led by the board chair, is completed across seven performance standards: instructional leadership, school climate, human resources management, organizational management, communications and community relations, professionalism, and student academic progress. The board of trustees has adopted a self

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.

Element	Indicators
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensures effective communication across the school. d.

agree the mission is clear and shared by all stakeholders and 95% of parents agree they are familiar with the mission.

- The organizational chart, and position descriptions in the renewal application narrative, demonstrates defined roles and responsibilities. The principal serves as the centralized leader and is supported by a director of operations, dean of students, special education coordinator, and school counselor. During the school leadership focus group, participants

- Teacher feedback is solicited formally through annual surveys, and informally through an open door policy, weekly staff meetings, and monthly professional development. According to the 2019 CSO survey, 100% of teacher agree school leadership has systems in place to solicit staff

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

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.

1. Element: ***Missions and Key Design Elements:***

x CAMPA CS's mission statement is to: ensure that students achieve academm9 Tc 5 0 1 TA

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

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

1. Element: ***Legal Compliance:***

x The school lacked compliance with applicable laws related to financial management and oversight during the charter term. Notices of Deficiency from November 2017 and December 2019 and a February 2020 audit report from the Office of Audit Services outlined a host of financial compliance issues concerning purchasing, documentation, escrow funds, and internal controls.

x The school was required to repay certain grant funds, and owed the NYCDOE in excess of $130,000. The school has repaid all amounts owed.

x The school has been under-enrolled throughout the charter term.

x The school had been consistentlTJ0 Tc 0 Tw 1.9a3 (r)-2.8 (e)-6 (n)5.2 (s)-0.006 Tc( )Tj/TThowed

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

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

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

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS
2016-2017	16%	14%	+2	32%	-16	20%	12%	+8	40%	-20
2017-2018	38%	26%	+12	45%	-7	20%	17%	+3	43%	-23
2018-2019	43%	28%	+15	45%	-2	25%	21%	+4	42%	-17
2016-2017	0%	2%	-2	7%	-7	0%	4%	-4	11%	-11
2017-2018	0%	8%	-8	14%	-14	0%	6%	-6	13%	-13
2018-2019	6%	10%	-4	13%	-7	5%	6%	-1	13%	-8
2016-2017	21%	14%	+7	23%	-2	24%	13%	+11	28%	-4
2017-2018	38%	26%	+12	35%	+3	21%	16%	+5	31%	-10
2018-2019	42%	28%	+14	35%	+7	21%	20%	+1	33%	-12

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

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes. See Table 4 below.

Table 4: Annual Regents Outcomes – Pre-High School

	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness Charter Sch	NYS	Differential to State	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness Charter Sch	NYS	Differential to State	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness Charter Sch	NYS	Differential to State
2017-2018	12	83%	90%	-7	.	.	.	.	9	89%	81%	+8
2018-2019	14	93%	89%	+4	.	.	.	.	10	90%	80%	+10
2017-2018	18	100%	86%	+14	.	.	.	.	15	100%	77%	+23
2018-2019	48	77%	85%	-8	9	56t -0.027 Tw 16.867 0 Td (-8)Tj /CS0 cs 0.03 (85%)8.7t -0						

*See NOTES (2), (3), (4), and (7) below. to 9

Benchmark 9

Table 5: Student Demographics

	SWD			ELL			ED		
	Collegiate Academy for Mathematic And Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematic And Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematic And Personal Awareness CS	NYC CSD 19	Differential to District
2016-2017	26%	26%	0	7%	14%	-7	69%	92%	-23
2017-2018	26%	26%	0	5%	17%	-12	80%	93%	-13
2018-2019	23%	25%	-2	4%	18%	-14	75%	92%	-17
2019-2020	22%	25%	-3	0%	19%	-19	73%	93%	-20

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

Table 6: Retention– Aggregate and Subgroups

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

*NOTES:

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