



## New York State Education Department

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

### School in the Square Public Charter School

Remote Renewal Site Visit Date(s) of Report: November 16-20, 2020

Date of Report: February 4, 2021

[Charter School Office](#)  
89 Washington Avenue  
Albany, New York 12234  
[charterschools@nysed.gov](mailto:charterschools@nysed.gov)  
518-474-1762







a continuation of that approval and will allow





The team conducted remote eleven classroom observations in K and Grades 6 - 8. The observations were approximately 20 minutes in length and conducted jointly with the principal, assistant principal, and director of curriculum and instruction. 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:

- x Current 2020-2021 organizational chart;
- x A 2020-2021 master school schedule;
- x Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- x Narrative describing the process used to evaluate school leadership;
- x Narrative describing the process school leadership uses to evaluate teachers;
- x NYCDOE School Quality Reports showing survey results;
- x Spring 2020 CSO COVID-19 Parent Survey Results;
- x Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- x NYSED Attachment 1: Academic and Enrollment Data;

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New York State Education Department  
 2015 Charter School Performance Framework Rating<sup>3</sup>

2015 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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).	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared account	

## *Summary of Findings*

- x S2PCS is in year five of operation and serves students in K, and Grades 6 - 8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
  
- x **Summary of Areas of Strengths:** S2PCS improved its student academic proficiency outcomes in both English Language Arts and math over the course of the charter term, for all students and for each of the special population subgroups, meeting or exceeding the school district of location proficiency scores in the 2018-2019 school year. The school received Board of Regents approval in January 2020 to expand its enrollment and added kindergarten to its grade span. The kindergarten, called Dos Amigos, implements a dual language English/ Spanish program, following a 50/50 two-way immersion model. S2PCS's school culture places an emphasis on "relationships first" and has extended its services to the school community since COVID-19 by offering a bi-weekly school pantry that provides food, clothing, hygiene products, masks, and other resources. Organizationally, the school has a stable board and leadership team. The board provides oversight and is the financial steward of the school.
  
- x **Summary of Areas in Need of Improvement:** Although the school has made progress in its enrollment of the subgroups,

### Benchmark 1: Student Performance

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

**Finding: Meets**

**Summative Evidence for Benchmark 1:**

*See 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 has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning

- o S2PCS provides a dual language English/ Spanish program, implementing the 50/50 two-way immersion model.
- x MS:
  - o S2PCS currently serves Grades 6 through 8.
  - o S2PCS identifies their school as being standards-based, small group instruction, and co-teaching model.
  - o S2PCS has an extended day and an extended school year.

**Academic Program for Students with Disabilities**



they have continued to administer some assessments, such as the interim math assessments, an ELA testing tool, and exit tickets, to continue to collect academic data and measure student growth. During the classrooms observed on the CSO remote site visit, some of the assessments observed included questioning, classwork,

services to students during class instruction. Additionally, ELL and SWD teachers hold daily office hours to provide additional supports including breaking down assignments and information to help facilitate understanding of the content area material. The school also has initiated a Mentor Tutoring program for students and families needing extra supports. Bilingual tutors are available for families or students. An Executive Functioning class taught by the special education chair has been implemented. It was designed to support students who are struggling with organizational and time management strategies. At Dos Amigos, English as a new language (ENL) services and strategies are integrated in the dual language program model and are a benefit to all students. A reading specialist moved from the middle school to kindergarten to provide small group reading intervention groups in both English and Spanish. She also provides staff development to teachers. Areas of focus include Guided Reading and Shared Reading in the Spanish Zone classes.





conflict resolution, mediation, and reflection.





**Benchmark 4: Financial Condition**

### Benchmark 5: Fiscal Management

The school operates in a fiscally sound manner with realistic budgets pursuant to an annual financial plan, appropriate internal controls and procedures, and in accordance with state law and generally

### 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**

<u>Element</u>	<u>Indicators</u>
1. Board Oversight and Governance	<ul style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>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.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and o (c)-4.9 (f691 (e)-6 (f11.0</li></ul>

priorities and strategic planning. S2PCS's renewal application mentions the board's annual retreat, where it reviews the status of the school and progress towards key priorities and ISndiSr0.3 (t22)-8 (ho)14



### 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





**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**

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### 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.

#### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Targets are met	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. Targets are not met	<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:***

- x **Indicator a:** The school is currently at 96% enrollment. Although the school has increased its



## Benchmark 10: Legal Compliance

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
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.

## Attachment 1: 2020-2021 Renewal



2.b.i. and 2.b.ii. Proficiency- Aggregate

2.b.iii. Aggregate Grade Level Proficiency See Table Below.

Table 3: Aggregate Grade Level Proficiency



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

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9

Table 4: Student Demographics

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

## Table5: Retention- Aggregate and Subgroups

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

### \*NOTES:

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on NYSED ELA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) 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.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4 and 5 year graduation rates reported are as of August. The 6 year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a pE2.4 ( ) ( s)8. Td ( )T Td it am, oith su a a m satsnd

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