New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Southside Academy Charter School

Renewal Site Visit Date: December 7, 2022
Date of Final Draft

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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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022to 2023
Grade Configuration	K-Grade 8	K-Grade 8	K-Grade 8
Total Approved Enrollment	690	690	690

Proposed Renewal Term Grade Levels and Proposed

- A 2022-2023 master school schedule;
- Board materials (rosters and minutes), a narrative describing the board's self-evaluation process, and narrative describing board's charter management organization evaluation;
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- Narrative describing the school's local assessment plan for 2021-2022 and 2022-2023;
- Narrative describing innovative aspects of the charter school;
- School administered Fall 2022 parent survey results;
- School administered Fall 2021 and Spring 2022 staff survey results;
- CSO 2022 Parent, Teacher, and Student Surveys' Results
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- 2021-2022 Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- CSO Spring 2021 Mid-Term Site Visit Report;
- School's 2021-2022 Action Plan; and
- School's 2022 renewal application.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school [illegible]

New York State Education Department
2019 Charter School Performance Framework Rating

	2019 Performance Benchmark	Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic profic trends toward proficiency, similar schools, college and career readiness, and high school graduation, if app Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher 3-8 state assessments in ELA, math, and sc ience. At the high school level, passing shall be defined as obtaining a R exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountabi high expectations and that lead to students' w ell-being, improved academic outcomes, and educational success. The schoo implements research-based practices and has 4 (t)2.42l9.4 (i)3 (mp)-0.(s)-1.3 (.)]TJ ET q 65.76 516.84 453.24 75.9-0.7 (o)-0(s)- (s)-1.3 (	

Summary of Findings

- Southside Academy Charter School (Southside Academy) is in year 19 of operation and serves students in K-Grade 8. During its current charter term, the school is rated in the following manner: Meets eight benchmarks and Approaches two benchmarks. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strengths
    - Over the current charter term, Southside Academy has stabilized school leadership and placed significant focus on instructional practices and policies, showing notable improvement and staff-wide coherence and commitment to the instructional model, shared accountability, and data usage.
    - The school leverages its CMO to operate efficiently, allowing school leadership to focus predominantly on instructional needs rather than operational needs.
    - Instructional and support staff exhibit strong understanding of and commitment to the school's mission and key desig

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

Over this charter term, the trajectory for this benchmark has changed from a Cannot Be Assessed during the 2020-2021 Mid-term site-visit to an Approaches due to the school's performance on the 2022 NYSTP 3-8 Assessments. The school's overall ELA proficien

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-

Element	*Indicators*
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for student

Summative Evidence for Benchmark 2

Over this charter term, the trajectory for this benchmark has been consistently Meets.

1. Element: Curriculum
   - Indicator a: The renewal application explained that the school continues to utilize a custom-designed curriculum provided through its charter management organization

of more veteran teachers. More novice teachers were provided more targeted support to ensure adequate understanding of instructional practices and expectations.

- Indicator b: Classroom observations and interviews with instructional staff demonstrated engaged instruction, particularly through use of differentiated instructional models to specifically engage students through their learning styles and/or specific interests. During classroom observations students were attentive and engaged to instruction. According to the 2022 Teacher Survey, 84 percent of responding teachers agreed that the school employs instructional delivery that fosters engag(ng)1.18sh0 Tdve001 .(c)yl4 (i)-126-0.6 (o)-4.11.2 l280n. (n)2.4 (al)1.5 (s)-5.

absence of statewide summative assessments, the school has adopted a Local Assessment Plan which, along with data support from the CMO, has supported the school's comprehensive assessment system.

4. Element: Supports for Diverse Learners
   - Indicator a: The renewal application and interviews with support staff confirmed that the school follows approved identification processes for students with disabilities and English language learners. Staff further noted an improved working relationship with the district of location's Committee on Special Education, which has improved identification and diagnostic processes. Relevant policies and practices are set forth in the school's Parent and Student Handbook, which is provided to all families and available through the school's online family portal.
   - Indicator b: As described above, the school's instructional model employs push-in and co-teaching models with specialized and generalist interventionists, an AIS intervention program, pull-out resource room services, and additional specialized therapy services under contract with the district of location, adequately providing supports to meet the academic needs for all students, including SWD, ELLs, and economically disadvantaged (ED) students.
   - Indicator c: Interviews with instructional and support staff described systems and practices in place to monitor progress and facilitate communication regarding individual students, including a schoolwide understanding of and commitment to shared instructional practices, collaborative daily and weekly planning time, and piloted co-teaching models. Staff noted the positive impact of the evolved role of the deans to further coordinate and align instructional and intervention needs across classrooms and grade levels.

- Indicator b: The renewal application and interviews with school leadership and support staff discussed the role of the school's social-emotional learning curriculum, specifically its "Behave with Care" program, as a key aspect of addressing disciplinary issues and minimize out-of-school suspensions. Additionally, the school leadership team has placed greater emphasis on data collecting and analysis regarding behavioral issues on a monthly basis to track noteworthy changes.
- Indicator c: The renewal application and interviews with school leadership discussed CMO administered climate surveys that measure strengths and weaknesses on multiple indicators related to climate and culture. Additionally, the school utilizes classroom and schoolwide frameworks to annually monitor effectiveness of programming, both of which consider and factor in culture and climate. The school also prioritizes culture and climate needs in professional development, dedicating two days annually to social-emotional learning practices.

2. Element: Behavior Management and Safety:
   - Indicator a: The renewal application, reviewed school policies, and interviews with school leadership and support staff discussed the schools formal, including adopted and approved disciplinary policy and code of conduct, and informal, including the "Behave with Care" program, approaches to disciplinary issues, including reducing and preventing suspensions. Classroom observations and interviews with instructional and support staff demonstrated schoolwide understanding of and commitment to the "Behave with Care" program and stated its importance in behavior management.
   - Indicator b: The renewal application, the reviewed code of conduct policy, and interviews with school leadership and support staff detailed the school's tiered behavior intervention system, which includes six tiers of appropriate response to disciplinary issues, alongside discretion and appropriate judgement reserved for the principal. Over the current charter term, the addition of a family engagement liaison and reassignment of responsibility over most behavioral issues from deans to support staff has played a significant role in ensuring coherent application of disciplinary policiesacr (p)-0.60 Td [(a0.6 ( )-5.5 (e) g(s)-3.5 (i)-(a)-2.9 o [(a)2y0 Tc 0 Tw 0 r0-6.2 (s)-2.4 (hi)-0.6 (

3. Element: Family Engagement and Communication:
   - Indicator a: The renewal application and interviews with school leadership confirmed that the school communicates with families in their preferred language for all important communications. The school's website and online portal currently rely on Google translate functions, while the school in investigating additional and alternative options to make home language communication more effective.
   - Indicator b: The renewal application and interviews with school leadership discussed various methods of communication to and engaging with families, including a monthly newsletter, recorded phone calls, and regular usage of the school's website, online portal, and social media platforms. Individual teachers and liaisons also directly communicate with families, primarily though individual newsletters, phone calls, portal messages, and in-person relationship building. Additionally, as the school has fully returned to in-person instruction, the school is working towards adding more in-person family events.
   - Indicator c: The renewal application and interviews with the school leader described a variety of formal and informal mechanisms the school uses to assess family satisfaction, including conducting a "Voice of the Parents" survey at least twice annually, new family orientation materials and communications, workshops, virtual and in-person parent-teacher conferences, an increased number of in-person family-oriented events, as well as a range of informal communication

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

Over this charter term, the trajectory for this benchmark has been consistent at Meets.

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

1. The school has financial professionals assigned to manage 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. Th

Benchmark 6: Board Oversight and Governance

leader evaluation. The board has previously relied on informal self-evaluations, however communicated that this year in conducted a formal four-part self-evaluation. The board also conducts an annual four-part review of its agreement with its CMO

- Indicator h:

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

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that communicat comom l b318 0 Te5

professional development support as factors in significantly improving teacher retention over the current charter term.

- Indicator d: Interviews with school leadership demonstrated familiarity with and understanding of NYSED Charter School Performance Framework standards and foundational use of the standards in establishing school-wide goals, performance monitoring and oversight, and communications both to staff and to the board.

2. Element: Professional Climate:
   - Indicator a: Interviews with school leadership and staff, as well as the reviewed organizational chart, demonstrated a clear understanding of staff, leadership, and board roles and responsibilities, particularly as refined over the current charter term. Interviews with the school leadership demonstrated a concentrated effort to focus the roles of the school's four deans on instructional matters, with many non-instructional roles and responsibilities reallocated to support staff positions. Interviews with instructional and support staff confirmed the impact of these changes in improving school-wide understanding of roles and responsibilities.

collectively see the school, and staff confirmed seeing responsive changes; for example, specific professional development opportunities were provided in response to clear prioritization from the staff survey.

3. Element:Contractual ulouloinsii

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

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, including in public-facing materials. b. The school has fully implemented the key design elements in7 (s)-3.5 (i)-7 (n7 (s (n

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

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance w applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to stude admissions and enrollment; FOIL and Open Meetings Law; protecti rights of students and employees; addressing complaints; finar management and oversight; governance and reporting; and hea safety, civil rights, and student assessment requirements. 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. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. 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. f. The school seeks guidance from its legal counsel when upd documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: Legal Compliance:
   - Indicator a: Reviewed records and interviews with school leadership confirmed that the school has a strong record of legal, fiscal, and operational compliance. CSO has no record of stakeholder complaints over the current charter term. The required links listed in the Annual Report are not all posted on the school's webpage, for example: DASA policy, FOIL policy, and the FOIL subject matter list.
   - Indicator b: Over the current charter term, the school has taken appropriate corrective action when required or requested. As discussed above, the school has implemented necessary corrective actions with regards to recruitment and retention of SWD and ELL populations.

- Indicator c: According to interviews with school leadership, the school described its personnel practices to ensure all teachers have, or on a path to receive, appropriate certifications. School leadership described “grow your own” talent pipelines as a key staff recruitment and retention strategy. During the renewal visit, CSO staff did note, and seek clarification by the school on, some discrepancies in classification of alternate certifications. There were five teachers that were classified as uncategorized and uncertified at the school as reported in the 2021-2022 Annual Report.
- Indicator d: The school liaison and the board discussed best practices in communicating potential revisions to ensure appropriate procedures are followed in determining whether or not a proposed change is material or non-material. CSO records do not show complete submission of its Code of Conduct/Discipline Policy request that the school started.
- Indicator e: As discussed above, the school demonstrates strong enrollment demand and has a corrective action plan in place to address enrollment and retention efforts for at-risk student populations.
- Indicator f: The school reports that it seeks guidance from both the CMO legal counsel and independent legal counsel regarding any updates to legal documents or addressing other compliance issues.

2021r2022 Enrollment

	662

Good Standing

School District of Location:	
Total Public School Enrollment of Resident Students attending Charter	
Additional School District: (if applicable)*	
Total Public School Enrollment of Resident Students attending Charter	
Grades Served:	
Address:	
Website:	
RIC:	
Regents Region:	
Regent:	
Active Date:	
Authorizer:	
CEO:	
CEO Phone:	
CEO Email:	
BOT President:	
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Institution ID:	

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	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey				
Student Survey (Grades 9 r12)			0	
Teacher Survey			4	

2022 3 r8 Assessments 2014 Year Graduations

ELA Differential	Math Differential	Science Differential	Graduation Rate Differential

Benchmark 1 r Indicator Similar Schools Comparison

	r14	r18	r31	.
	+7	+4	+9	.
	+13	+6	r6	.
	+12	+12	+13	.
	r2	0	r21	.
	+13	r5	r6	.
	+10	0	r22	.
	+18	+9	r1	.
	r13	r16	r22	.
	+6	+4	0	.
	r4	r11	r15	.
	+1	r7	0	.

*See NOTES (1) and (11).

All

Benchmark 1 Indicator 2: Elementary/Middle

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

| | | |

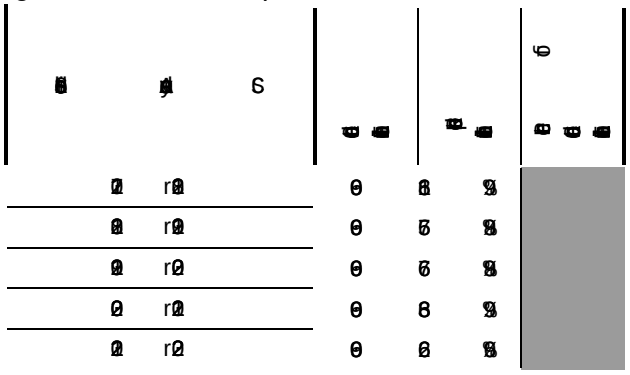
Benchmark 9 r Indicator 1: Enrollment and Retention

Charter School

SOUTHSIDE ACADEMY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted r Target = 100%



1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

SWD ELL Sch4g2omiD78.64hmsC43yv0TT14.92 32.027 0 Td <0372>Tj /TT0 2-m

Benchmark 9 r Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention r Aggregate and Subgroups

	All Students			SWD			ELL			ED		
r			r5			r11			+11			r6
r			r5			r12			0			r5
r			r9			r14			r3			r10
r			r4			+3			r18			r4
r			r7			0			r7			r8

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

Notes

(1) Data in the table above represents tested students who scored proficient on the NYSTP ELA, math, or science assessments or on the Regents science exams.

(2) For the students with disabilities and the English Language learners subgroups, both current and former members of these 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 in the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (a score of 65 or better).

(5) The 4-year 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 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).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual and Regents Common Core Examinations (a score of 65 or better) or equivalents.

(10) 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 graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation of 5 indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

Introduction

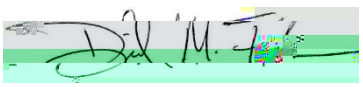
In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. nt
of the students of the state of New York.

Sincereo,



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New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS Response n = 54 Response Rate = 8%

		All Charter Schools		Southside Academy CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	74%	40	-3
	Somewhat Agree	18%	1,633	20%	11	2
	Neither Agree nor Disagree	4%	331	4%	2	0
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	2%	1	1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	67%	36	-4
	Somewhat Agree	21%	1,916	17%	9	-4
	Neither Agree nor Disagree	4%	401	7%	4	3
	Somewhat Disagree	2%	198	6%	3	4
	Strongly Disagree	1%	127	4%	2	3
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	61%	33	-11
	Somewhat Agree	20%	1,887	24%	13	4
	Neither Agree nor Disagree	5%	443	6%	3	1
	Somewhat Disagree	2%	154		6,640	63%
	Somewhat Agree			17%	1,557	19%
Q2a The school's discipline policy is clear.	Neither Agree nor Disagree			9%	792	15%
	Somewhat Disagree			1%	122	2%
	Strongly Disagree			1%	94	2%

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New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS Response n = 54 Response Rate = 8%

		All Charter Schools		Southside Academy CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	69%	37	-7
	Somewhat Agree	15%	1,366	17%	9	2
	Neither Agree nor Disagree	7%	677	13%	7	6
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	2%	1	1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	48%	26	-18
	Somewhat Agree	20%	1,801	33%	18	13
	Neither Agree nor Disagree	11%	1,018	17%	9	6
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	2%	1	1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	61%	33	-4
	Somewhat Agree	21%	1,916	19%	10	-2
	Neither Agree nor Disagree	11%	1,026	15%	8	4
	Somewhat Disagree	2%	160	4%	2	2
	Strongly Disagree	1%	106	2%	1	1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	70%	38	-5
	Somewhat Agree	17%	1,570	22%	12	5
	Neither Agree nor Disagree	6%	581	6%	3	0
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	2%	1	1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS **Response n = 54** **Response Rate = 8%**

	All Charter Schools		Southside Academy CS		Difference
Strongly Agree	69%	6,353	56%	30	-13
Somewhat Agree	19%	1,753	22%	12	3
Neither Agree nor Disagree	9%	827	17%	9	8
Somewhat Disagree	2%	152	6%	3	4
Strongly Disagree	1%	120	0%	0	-1
Strongly Agree	77%	7,104	65%	35	-12
Somewhat Agree	15%	1,398	17%	9	2
Neither Agree nor Disagree	4%	354	7%	4	3
Somewhat Disagree	2%	204	4%	2	2
Strongly Disagree	2%	145	7%	4	5
Strongly Agree	80%	7,393	74%	40	-6
Somewhat Agree	14%	1,274	13%	7	-1
Neither Agree nor Disagree	4%	325	6%	3	-6

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS Response n = 54 Response Rate = 8%

		All Charter Schools		Southside Academy CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	35%	19	-18
	Somewhat Agree	20%	1,820	17%	9	-3
	Neither Agree nor Disagree	21%	1,970	39%	21	18
	Somewhat Disagree	3%	288	2%	1	-1
	Strongly Disagree	2%	227	7%	4	5
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	43%	23	-12
	Somewhat Agree	19%	1,744	13%	7	-6
	Neither Agree nor Disagree	21%	1,970	37%	20	16
	Somewhat Disagree	2%	211	4%	2	2
	Strongly Disagree	2%	182	4%	2	2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	41%	22	-13
	Somewhat Agree	20%	1,803	19%	10	-1
	Neither Agree nor Disagree	19%	1,754	26%	14	7
	Somewhat Disagree	4%	364	4%	2	0
	Strongly Disagree	3%	295	11%	6	8
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	7%	4	-8
	I occasionally attend board meetings	27%	2,477	11%	6	-16
	I know when board meetings take place, but do not attend	31%	2,808	43%	23	12
	I do not know when board meetings take place and I do not attend	28%	2,545	39%	21	11

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS Response n = 54 Response Rate = 8%

	All Charter Schools	Southside Academy CS	Difference
[redacted]			

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Southside Academy CS Response n = 54 Response Rate = 8%

		All Charter Schools		Southside Academy CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	57%	31	15
	Somewhat Agree	25%	2,258	17%	9	-8
	Neither Agree nor Disagree	11%	974	7%	4	-4
	Somewhat Disagree	7%	656	13%	7	6
	Strongly Disagree	15%	1,381	6%	3	-9
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	70%	38	5
	Somewhat Agree	22%	2,003	24%	13	2
	Neither Agree nor Disagree	5%	479	6%	3	1
	Somewhat Disagree	4%	388	0%	0	-4
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	83%	45	-1
	Somewhat Agree	10%	928	15%	8	5
	Neither Agree nor Disagree	3%	263	2%	1	-1
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	56%	30	-11
	Somewhat Agree	24%	2,170	28%	15	4
	Neither Agree nor Disagree	6%	508	6%	3	0
	Somewhat Disagree	3%	234	6%	3	3
	Strongly Disagree	1%	120	6%	3	5

New York State Department of Education
Charter School Office
Parent Survey 2021
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Southside Academy CS

I chose this school for my kids because I was told this was a good school .I have two kids that go to this school, I have a niece that just started the school this year she started in eighth grade .I have a 4 year old that will be starting in September,my daughter has been going to the school for 8 years and I'm glad I picked the school because she's smart and they push your kid to achieve education goals they constantly test the kids throughout the months they're in school they encouragement,expect and push them to test higher than they scored from the last test. I think other people complain about the school because their child is not learning but their child don't want to learn and they don't help their kids at home either with their work so if their kids are doing bad learning they will blame the school.
I didn't like the school he was in, before this school
I felt my child could learn better. Than the city schools .
I heard nothing but great things from other parents so it made me want to sign my kids up.
I like it
I like it is quiet and helpful
I was informed of the education system, I did not want my child in a public school, and I believe they prepare students for the next level
I've heard nothing but good things about this school.
It's safe and provides the kids with structure.
Its a great school and my oldest son did attend the school
My kids have been at this school since it started. Unfortunately, my son will not finish in your school.
My older children attended the school and I wanted the same academic challenge for my younger child.
My older children attended this school
N/A
Not a public school
Overall I think this school is a great school
Quality of education and moral focus
She has been attending the school since kindergarten. After her 6th grade year she will no longer be enrolled. I'm very disappointed with the school, the setup the communication the staff and I honestly would not recommend anyone with a child attend this school
Southside is a alternate to the city schools. I originally sent my kids here to avoid public schools but later learned it's the city, our whole city is full of challenges, you can't get away from it.

New York State Department of Education
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Open End Responses

Southside Academy CS

	This school year I just didn't like or understand how they wanted virtual kids to come to school to take a test but didn't provide transportation. Slot of the kids take the bus .
	You should do this survey every year.
	n/a

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	**Strongly Agree**	75%	1,804	100%	28	25
	Somewhat Agree	19%	456	0%	0	-19
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	**Strongly Agree**	66%	1,602	93%	26	27
	Somewhat Agree	22%	528	4%	1	-18
	Neither Agree nor ther (24)Tj EMC 8% P <</MCI18Tc 0.004 Tw 5.329 0 Td73281-4S3 Somewhat D	3%	66	4%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
	Strongly Agree	59%	1,413	79%	22	20
Q1c The school's curriculum is aligned vertically between grade levels.	**Somewhat Agree**	28%	664	14%	4	-14
	Neither Agree nor Disagree	9%	219	7%	2	-2
	Somewhat ar4 (e13 -2 C /P <</Tc 0 9 47n)07 8TID 374 >>BDC /CS1 cs 0n7/r4 (e13 -2 C /P <					
130 4% 1	-1					
108 0% 0	-4					
46 0% 0	-2					
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.						

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	79%	22	18
	Somewhat Agree	24%	576	14%	4	-10
	Neither Agree nor Disagree	8%	196	7%	2	-1
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	29%	8	-13
	Somewhat Agree	27%	660	43%	12	16
	Neither Agree nor Disagree	21%	509	14%	4	-7
	Somewhat Disagree	6%	135	14%	4	8
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	79%	22	14
	Somewhat Agree	27%	650	21%	6	-6
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	68%	19	7
	Somewhat Agree	31%	751	29%	8	-2
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	4%	1	1
	Strongly Disagree	1%	20	0%	0	-1

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	86%	24	23
	Somewhat Agree	28%	673	11%	3	-17
	Neither Agree nor Disagree	5%	110	4%	1	-1
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	68%	19	10
	Somewhat Agree	26%	634	14%	4	-12
	Neither Agree nor Disagree	6%	146	7%	2	1
	Somewhat Disagree	7%	166	7%	2	0
	Strongly Disagree	3%	61	4%	1	1
Q2e There is a uniform expectation for teachers' implementation of academic r (c)0. (c)0.5 (r)-2.4 8 centi Q BT 9.2Q BT 9.2o (at)4.928c st1 (i)0.e9 (i Q BT 9.2Q BT 9.2o (at)4.928c)0.5 16 Tm	Strongly Agree	64%	1,535	93%	26	29
	Somewhat Agree	23%	560	4%	1	-19
	Neither Agree nor Disagree	6%	154	4%	1	-2
	Somewhat Disagree	5%	111	0%	0	-5
	Strongly Disagree	2%	52	0%	0	-2
	Strongly Agree	69%	1,676	89%	25	20
	Somewhat Agree	25%	606	11%	3	-14
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

New York State Department of Education
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All Charter Schools Response n = 2,412

Southside Academy CS **Response n = 28**

	All Charter Schools	Difference

New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	96%	27	24
	Somewhat Agree	16%	375	0%	0	-16
	Neither Agree nor Disagree	10%	238	4%	1	-6
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	86%	24	18
	Somewhat Agree	17%	404	4%	1	-13
	Neither Agree nor Disagree	12%	296	11%	3	-1
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	96%	27	29
	Somewhat Agree	23%	553	0%	0	-23
	Neither Agree nor Disagree	5%	128	4%	1	-1
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	79%	22	16
	Somewhat Agree	23%	560	7%	2	-16
	Neither Agree nor Disagree	8%	181	14%	4	6
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

New York State Department of Education
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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	89%	25	17
	Somewhat Agree	19%	466	11%	3	-8
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate	Strongly Agree	67%	1,627	93%	26	26
	Somewhat Agree	22%	533	7%	2	-15
	Neither Agree nor Disagree	7%	159	0%	0	-7
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
	Strongly Agree	55%	1,337	71%	20	16
	Somewhat Agree	27%	644	21%	6	-6
	Neither Agree nor Disagree	8%	199	4%	1	-4
	Somewhat Disagree	7%	157	4%	1	-3
	Strongly Disagree	3%	75	0%	0	-3
	Strongly Agree	32%	776	21%	6	-11
	Somewhat Agree	30%	719	29%	8	-1
	Neither Agree nor Disagree	15%	353	25%	7	10
	Somewhat Disagree	15%	353	18%	5	3
	Strongly Disagree	9%	211	7%	2	-2

New York State Department of Education
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Teacher Survey 2021
All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q5c 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.	Strongly Agree	50%	1,202	57%	16	7
	Somewhat Agree	22%	541	29%	8	7
	Neither Agree nor Disagree	23%	547	14%	4	-9
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	64%	18	13
	Somewhat Agree	27%	642	18%	5	-9
	Neither Agree nor Disagree	12%	301	11%	3	-1
	Somewhat Disagree	6%	136	4%	1	-2
	Strongly Disagree	4%	93	4%	1	0
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	64%	18	10
	Somewhat Agree	29%	696	25%	7	-4
	Neither Agree nor Disagree	7%	178	7%	2	0
	Somewhat Disagree	7%	169	4%	1	-3
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	68%	19	11
	Somewhat Agree	25%	601	21%	6	-4
	Neither Agree nor Disagree	10%	248	11%	3	1
	Somewhat Disagree	6%	134	0%	0	-6
	Strongly Disagree	2%	58	0%	0	-2

New York State Department of Education
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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

	All Charter Schools		Southside Academy CS		Difference
Strongly Agree	44%	1,067	54%	15	10
Somewhat Agree	32%	766	29%	8	-3
Neither Agree nor Disagree	12%	281	18%	5	6
Somewhat Disagree	9%	216	0%	0	-9
Strongly Disagree	3%	82	0%	0	-3
Strongly Agree	49%	1,188	54%	15	5
Somewhat Agree	25%	595	18%	5	-7
Neither Agree nor Disagree	14%	337	29%	8	15
Somewhat Disagree	7%	179	0%	0	-7
Strongly Disagree	5%	113	0%	0	-5
Strongly Agree	62%	1,484	75%	21	13
Somewhat Agree	25%	613	14%	4	-11
Neither Agree nor Disagree	8%	185	11%	3	3
Somewhat Disagree	4%	89	0%	0	-4
Strongly Disagree	2%	41	0%	0	-2

New York State Department of Education
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All Charter Schools Response n = 2,412

Southside Academy CS **Response n = 28**

	All Charter Schools	Southside Academy CS	Difference

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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	82%	23	6
	Somewhat Agree	20%	480	18%	5	-2
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	93%	26	27
	Somewhat Agree	23%	554	4%	1	-19
	Neither Agree nor Disagree	6%	138	4%	1	-2
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	93%	26	27
	Don't Know	34%	815	7%	2	-27
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	79%	22	18
	The previous school year	16%	381	11%	3	-5
	Prior to the previous school year	5%	121	7%	2	2
	I'm not aware of any DASA policy	18%	441	4%	1	-14
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	57%	16	9
	1-2 years ago	23%	549	25%	7	2
	3-4 years ago	11%	270	7%	2	-4
	>4 years ago	9%	214	4%	1	-5
	I've never received DASA training	10%	232	7%	2	-3
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	89%	25	40
	Don't Know	51%	1,221	11%	3	-40

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All Charter Schools Response n = 2,412

Southside Academy CS **Response n = 28**

	All Charter Schools	Southside Academy CS	Difference

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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	50%	14	-3
	Somewhat Agree	23%	552	21%	6	-2
	Neither Agree nor Disagree	17%	400	25%	7	8
	Somewhat Disagree	5%	129	4%	1	-1
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	57%	16	-1
	Somewhat Agree	26%	624	21%	6	-5
	Neither Agree nor Disagree	8%	189	11%	3	3
	Somewhat Disagree	6%	133	11%	3	5
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	64%	18	18
	Somewhat Agree	16%	393	18%	5	2
	Neither Agree nor Disagree	32%	766	18%	5	-14
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	29%	8	8
	4-6 years	29%	711	36%	10	7
	7-10 years	19%	466	0%	0	-19
	More than 10 years	24%	576	36%	10	12

Difference

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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

		All Charter Schools		Southside Academy CS		Difference
	Strongly Agree	48%	1,154	39%	11	-9
	Somewhat Agree	26%	639	36%	10	10
	Neither Agree nor Disagree	12%	294	7%	2	-5
	Somewhat Disagree	8%	201	11%	3	3
	Strongly Disagree	5%	124	7%	2	2
	Strongly Agree	56%	1,353	57%	16	1
	Somewhat Agree	24%	578	29%	8	5
	Neither Agree nor Disagree	8%	189	7%	2	-1
	Somewhat Disagree	7%	166	7%	2	0
	Strongly Disagree	5%	126	0%	0	-5
	Strongly Agree	54%	1,304	57%	16	

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All Charter Schools Response n = 2,412

Southside Academy CS Response n = 28

	All Charter Schools	Southside Academy CS	Difference

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All Charter Schools Response n = 2,412

Southside Academy CS **Response n = 28**

	All Charter Schools	Southside	Difference

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Difference

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Open End Responses

Southside Academy CS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	**100% engagement and participation. Students that are learning and showing progression.**
	A Do Now question(s) that is review of the skill taught the previous day or in a previous lesson to activate students' prior knowledge. A lesson delivered with a focus and reiteration of common core standards. The lesson is preplanned with probing questions to promote student thinking and engagement. The lesson has time allotted for students to work together to solve problems. The lesson ends with an exit ticket with one or two questions that relate to the skill taught during the lesson.
	After reading a passage students will find comparisons with other passages to deepen their understanding of topics and standards.
	An academically rigorous lesson in my classroom would include lots of time to think, collaborate, and share ideas. We would incorporate a lot of academic vocabulary both subject specific and general academic terms. Students would be given ample opportunities to demonstrate higher level thinking (aka Bloom's Taxonomy). I would allow for the development of co-constructed knowledge that is student led and student centered.
	Consistent expectations, an energetic educator explaining not only high standards for students but also explaining why what I am teaching is important beyond the NYS Exam. During the lesson, students not only read and write, but they also pair, share, and create. Simply put, the students have a voice in the makeup of the classroom and the progress of my lesson.
	Data driven standards based lesson plans. I can statement and higher order thinking question is posted on the board and referred to throughout each lesson. There is a print rich classroom atmosphere with anchor charts. Student led discussion.
	Engaging students at all levels of learning. Challenging them.

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Southside Academy CS

	Rigorous text provides many challenges: unfamiliar vocabulary, references to people, places, and events that students are unaware of, and complex syntax and structure
	Standards aligned, connected to real-word situations, differentiated instruction/activities based on skill level
	Students are actively engaged in the lesson by answering questions, participating, taking notes, and engaging in higher order thinking. Students are making connections with real world experiences and connecting it to background knowledge to help gain an understanding.

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Open End Responses

Southside Academy CS

	Each student is tested with several benchmarks. These bench marks help teachers to differentiate their instruction for specific lessons. Teachers also collaborate with special education team to aid in the education of all students.
	For me differentiation is my classroom. Resource is a differentiation in itself. Beyond entire classes being a differentiated lesson some students need a simple graphic organizer where others need very detailed graphic organizers to help them write. Some students need work read to them to stay focused where others can work at their own pace. The lessons themselves though are taken and differentiated from how they would look in a general setting.
	Guided notes provided to students to promote organization When pairing students to work together, students are grouped with different academic levels so they can learn from each other. Provide more teacher support to struggling learners when students are working independently Rephrase questions for better understanding
	I differentiate instruction by analyzing student data - (weekly assessments and progress monitoring, in01 Tc 0 8gty 5 (n)4.aerdb7 (r)(ni)-3.5 (z)-9e56(z)-, dzzoue75 9a(eracaby,y

New York State Department of Education
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Open End Responses

Southside Academy CS

	Reteach materials. Extension lessons. Visuals.
	Students have specific seating when necessary. I provide graphic organizers to students who have lower reading abilities. Some of my students receive pre-filled notes due to the lack of writing abilities. Students are paired with pre-planned partners. I provide students with desk size anchor charts or strategy reminders that they can have close to them while working. Visuals are provided or manipulatives for some students. Higher leveled students are provided with additional challenge questions or writing responses to continue their growth.
	The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. Modified lessons for all learners based on students' individual needs.
	The main way is putting students in breakout rooms based on achievement level. In instruction, making sure to read all prompts and then give students options to challenge themselves while other students can still work on the skill we are trying to master.
	There are additional activities that can be done independantly when the goals of the lesson are met.
	Through small groups/ using different levels of difficulty/scaffolding
	To incorporate learning at every level I want to teach the lesson and reach learners at their point of understanding. I give step-by-step processes, check for understanding, t-p-s, and give examples for on your own notetaking that will allow students to complete questions at low, medium, and high levels. After notetaking during the lesson, the tiered independent practice meets them at their level. Early finishers can be more productive by completing challenge questions while those who still don't understand can work in small group with myself and/or the interventionist to obtain a deeper depth of understanding.

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Southside Academy CS

Q3_Open How do you use data in your classroom to guide instruction?	**We use Interim exams to develop a more long term plan, and our weekly assessments and analyze it to develop reteaching or building on the efficient standards.**
	"Data Dives" (Our data meetings) are held weekly where we break down testing from the previous week and identify areas of weakness and standards we need to reteach
	Daily exit tickets are used daily in combination with data from formative, diagnostic, and summative assessment data. This data directly guides instruction based on which students need reteaching in order to demonstrate instruction. Data driven teaching helps ensure all students are given the opportunity to excel and show proficiency on all standards and skills.
	Data binders. Data meetings
	Data in the classroom is used to drive instruction. It allows us to identify mastered skills and skills that need to be retaught or revisited. The reteaching is done in a different format for student success and mastery. Data from AIMS web drives the reading mastery groups or intervention blocks.
	Data is collected through AimsWeb Plus, NWEA Testing, Weekly Classroom Assessments/Interim assessments- data is used to determine the students needs/gaps of knowledge. Data-binders used to track student progress and standards mastery.
	Data is used often in the classroom. After lessons students are given quick exit tickets that assess the standard and help teachers determine fluid small groups for re-teaching the next day. We use weekly assessments that are standard base. We are becoming more fluent in deep-dive data analysis where we look at incorrect answers and decipher possible misconceptions. We also are looking into procedural and conceptual teaching strategies to better student understanding.
	Each week we have a data dive, we use this information to backwards plan and implement intervention where needed.

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Southside Academy CS

Every day there is an assessment of student understanding to see if the next day needs to be a reteach. This is in the form of an exit ticket. If students to not show proficiency the lesson will be retaught in a new way. At the end of the week a small assessment is given to see if a standard as a whole needs to be retaught or if we can build on the standard in a higher level.

Exit tickets are u4.9 (o) EMC /P <</MCID 4240.467 -8 Td [(E)-2.9 (e)-474 (

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Southside Academy CS

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Southside Academy CS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none6.6 (n) Td	**Because students are in this hybrid model, I am not sure.** **[(r)-2.4 (ef)4.9 (er)-2.4 ( )0.5(r)-2.3 (i)0.e4 (s)0.5 (amf)4.9 cpv** **Concerns can be raised with deans and with the principal.** **Deans are readily available.** **Documentation and dean support. Call to parents and develop a record and paper trail.** **Documentation in the form of referrals. SBIT behavior committee to address concerns.** **Go to dean first to voice concern.** **I have a lot of support from my dean and my fellow teachers to take time to deescalate students and build relationships with students prior to any disciplinary action against a student. I am encouraged to talk with students and parents frequently to minimize any negative behaviors and to encourage good behaviors. I feel very supported by my dean in doing this. She will often make calls or sit in on meetings to support me as a teacher. If things escalate to an issue larger than that which can be resolved on a classroom level, my dean does an exceptional job stepping in to follow through with Student Behavioral Intervention Team (SBIT) protocol in which we refer students for review. Possible solutions for children with behavioral issues are to seek out peer or teacher mentors, get them involved in extra classroom activities to build leadership skills, etc. As a last resort, we consider the possibility for detention or suspension.** **If concerns are had teachers can speak freely with deans.** **Inform the dean** **Meeting with our dean** **NHA Schoolwide Behavior System Referral to SBIT Behavior Committee Behave with care** **SBIT behavior team**

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Southside Academy CS

SBIT referrals: academic and behavioral. Weekly meetings. If necessary, behavior intervention plans. Internal write ups. Constant communication between teachers.

SBIT- School based intervention team behavioral.

Sbit behavior. Deans. Behave with care

Student discipline concerns can be reported in our NHA system, as well as being addressed with the dean.

Teachers always try to correct situations or concerns within their classroom. If things escalate, they are to call for assistance with their dean. From there a plan is made and parents and school meet.

Teachers are on the front lines with behavior at first. There are behavior charts in the classrooms. We follow the 4:1 policy. If behavior escalates beyond the classroom teacher, assistance is called to the administration team. If behavior is chronic, students are referred to the SBIT behavior committee to develop a behavioral plan.

Teachers can discuss student concerns during weekly wing meetings as well as during

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Southside Academy CS

	We have Behave with Care training and can log behaviors in the NHA system. Our deans and principal are always available to discuss student discipline concerns. We also meet regularly with our deans in O3s where we can ask questions or address concerns as well. There is an SBIT committee to assist with addressing student behavior as well.
	We have a dean model that allows for optimal coaching, especially with behaviors. We also have a behave with care approach that has learning modules to help teachers approach behavior in a proactive way and that allows students who do not act appropriately to reintegrate smoothly into the classroom again. If a behavior is a concern we also have SBIT Behavior, which is a committee that meets with teachers to discuss behavior and alternative adjustments.
	We have the ability to enter behavior issues.
	We would contact our deans and complete retention or success forms
	You can speak to yaviobts issouravasvtcton7 (i)0.5nMC /P <</MCID 63 >>B

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Open End Responses

Southside Academy CS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	**Any issues regarding bullying, discrimination, and harassment are investigated and handled by the deans.**
	Bullying incidents are documented in the school computer system and investigated by an administrator.
	Bullying is not tolerated. There are lunch detentions with mediation between students with teacher, dean or Staci Mills. Depending on the situation, there may be suspension involved.
	Bullying, discrimination and harassment are not tolerated. Our deans are readily available to address these issues and investigate any bullying that may be occurring.
	Bullying, discrimination and harassment is handled by our leadership team.
	Bullying, discrimination, and harassment is taken seriously and should be reported to the dean immediately.
	Call home and parent meeting
	DASA protocol and policy. Deans investigate bullying.
	Dean support
	Deans are readily available and address issues immediately.
	Deans investigate bullying
	Deans investigate bullying.
	Don't know
	I don’t know.

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Southside Academy CS

	It depends on the situation. If it is mild, there is a teacher-student conference. Moving up, there are options for internal write ups, parent-teacher conferences, in school suspension, etc. Within the classroom, teachers are very aware that we work with at-risk youth, and that there are specific sensitivities we need to be aware of. Whenever there is an instance of blatant bullying, discrimination or harassment, the teacher will stop the class and address the situation immediately. If there is a significant situation, there are higher

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Southside Academy CS

	We address bullying largely on an individual and classroom level. Teacher do their best to build relationships with students that aid to mitigate issues of bullying. We are encouraged to have "sentimental circles" or some form of healing discussions with our students. We are also encouraged to help students problem solve with guidance from a neutral adult.
	We face issues head on. Bullying is not tolerated by any means.
	We have discussions about the issues
	Zero tolerance
	restorative circles/discussions

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Southside Academy CS

Students are provided opportunities to meet with the school social worker when they need.
Students have a lot of supports in the building.
Students often have previous teachers as "ss av c8s t0 (eed)4.4 (T)-4 14 soc4.9 (en)a4.4 (ee (av)12.)teacaravai-3.9 (up.4

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Southside Academy CS

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Southside Academy CS

03's observations

Entered in computer system by the schools Deans.

Evals by supervisor and post observ. Conversatile

Evaluations are based on observations that occur in our classrooms be that short or full observations. They are also based on 03 sessions.

Evaluations are based on short observations, full observations and 03 sessions with the staff.

Evaluations are based on short observations, full observations and 03s.

Evaluations are based on short observations, full observations, and 03s.

Evaluations are based on short observations, long observations and 03s.

I have been observed several times, and many friendly adults have visited my classroom on a daily basis. I love it! Aations 8g (ccu)4.4 (r)]TJ -0.003 Tc 0.004 Tw 00.6 (s)-

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Southside Academy CS

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Southside Academy CS

	Surveys, team meetings, suggestion box.
	Teachers receive weekly O3s that are based on our observations and lesson plan feedback. From there we work on 1 - 2 key focus areas, such as classroom culture or rigor, to master those teaching skills.
	They do surveys or wing meetings to discuss concerns/ideas, and then the deans bring back our ideas to leadership.
	Through emails, 03's, text
	Through surveys, staff meetings, O3's
	We discuss issues during weekly team and wing meetings and we also bring issues to our deans during our O3s.
	We have weekly O3 meetings with our Deans to get feedback.
	We take occasional surveys seeking our input on a variety of topics. Otherwise, our dean is very receptive to our questions and she helps us improve.
	When they meet they ask question concerns. Weekly meetings to support staff.
	emails, surveys, weekly team, and individual meetings with deans.

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Southside Academy CS

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Open End Responses

Southside Academy CS

Provide students and families with rigorous academics. Promote achievement and community

Students that are well prepared in areas of academics as well as morality will excel in multiple areas of life and it is our job it get them there. Southside has high expectations because we believe in the best of our students and believe they all can achieve greatness. Through educational staff working together all students will be able to "reach higher."

The mission is to provide a quality education to ALL students that will prepare them for success outside of the school.

The mission is to provide all families and scholars a challenging academic program with a focus in high achievement.

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Southside Academy CS

To provide a quality learning experience for students and their families. To help prepare them for their future and be college ready.

To provide all students with the ability to reach their potential, despite their home situation. Working with all elements to ensure the scholars learn to love learning and excel, wherever it may be.

To provide the students with challenges and high achievement levels. Families should feel a sense of encouragement and we all work together as a community for the best interest of the scholars.

To transform the lives of students and enrich communities by delivering high quality educational choices to families. Our Vision: We will be recognized by communities and parents as the leader in public education based on the academic success and moral character of our students. Our four pillars - academic excellence, moral focus, parent engagement, and student responsibility are extremely important. Take ownership for the success of our students • Do the right thing always • Behave with care • Make our schools the best choice for parents and students • Act with discipline to sustain our academic success and financial viability

We become a family overtime which is incredible in itself as we come from so many different backgrounds, but our classrooms are families in a sense. We focus on academics that increase in rigor for in depth knowledge encouraging the scholars to achieve greatness. Reach your goals. The end result is to hopefully put leaders back into the community who will have an impact later on in life.

We believe in academic excellence, moral focus, parent engagement, and student responsibility. Oanyer lr goch is toe goy atarenttin

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Southside Academy CS

	Work with families to help students be successful in school, college and community
	Working with children and their families to meet their academic, social and emotional needs and ensuring success for all students.
	encourage and teach value to high moral character while growing students academically

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Southside Academy CS

Great school and structure to gives students the support they need to move on to the next level. Overall a great school!

I feel our school is an amazing place to work. Flexibility, teamwork and dedication to our students and to each other are evident in our community. There are Our teachers have a close bond and work well together to help each other be successful. We mentor each other and provide information for each other when needed. I love our school and our community and I feel that it transfers to our students too. They can feel the warmth and "family-like" atmosphere among us and I feel like it makes the students feel safe and know they are cared about and are important and that we have their best interests at heart.

I feel that we are the better option, hands down, all the time.

I love working at Southside and have grown so much as a teacher.

If we could recruit energetic, motivated teachers and provide a culture and climate that encourages these teachers to stay, this school would hands-down be the best school in the CNY area. Having worked in multiple schools and multiple districts throughout my career, I am(car)-2..4 (u)4.4t (o)4.4 (o)4.(a)-4 (nde( )0.

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Southside Academy CS

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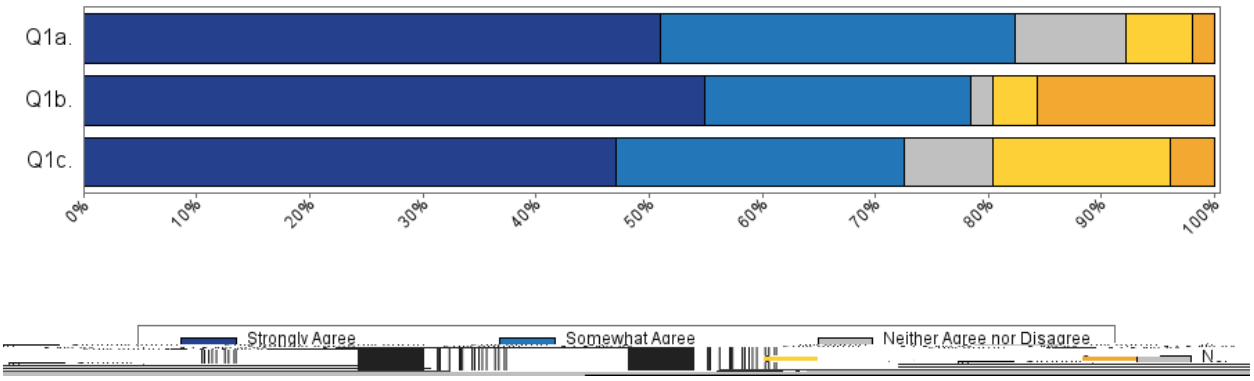
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Academics



Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	51%	26	74%	4,204
	Somewhat Agree	31%	16	19%	1,080
	Neither Agree nor Disagree	10%	5	4%	225
	Somewhat Disagree	6%	3	2%	97
	Strongly Disagree	2%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	55%	28	70%	3,988
	Somewhat Agree	24%	12	20%	1,166
	Neither Agree nor Disagree	2%	1	4%	254
	Somewhat Disagree	4%	2	3%	143
	Strongly Disagree	16%	8	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	[redacted]				
	Somewhat Agree				
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	Agree				

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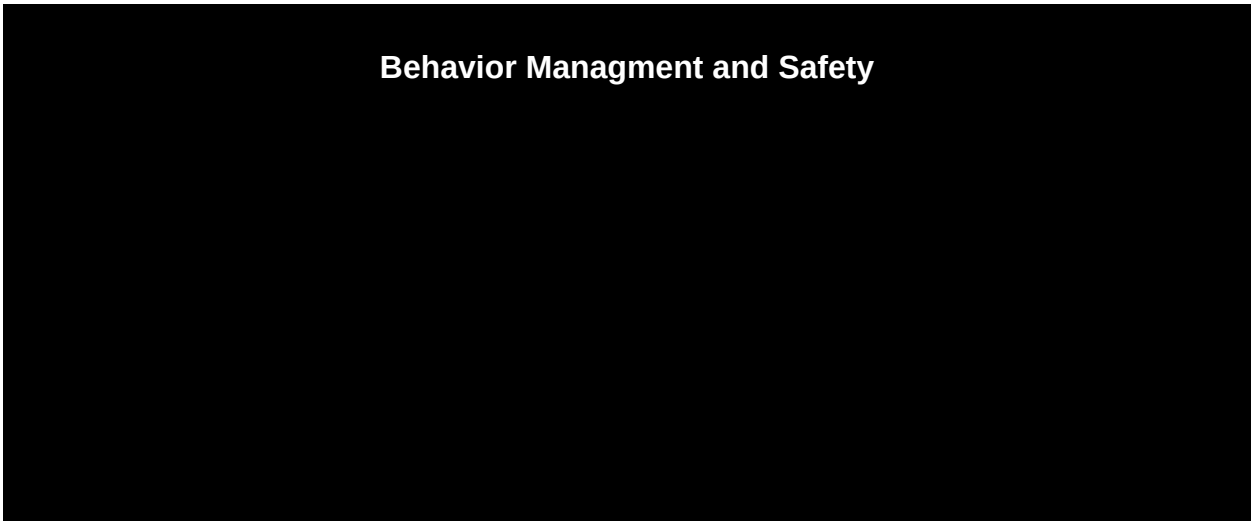
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Behavior Managment and Safety



Behavior Management and Safety	% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staf				

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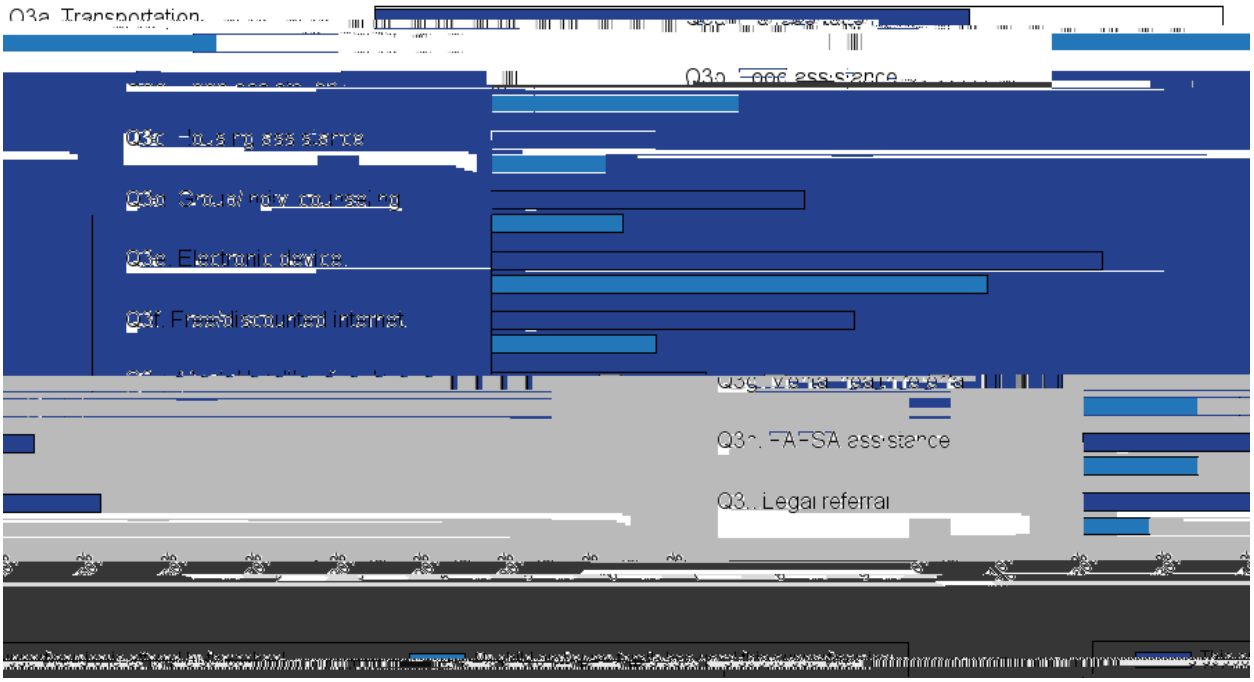
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Support Services



Support Services

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	67%	34	63%	3,572
	My child and/or my family has used this support/service	29%	15	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	20%	10	26%	1,475
	My child and/or my family has used this support/service	14%	7	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3e. Electronic device	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3f. Free/discounted internet	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3g. Mental health referral	This support/service is offered by the school				

Support Services	% by School	Total by School	% All Schools	Total All Schools

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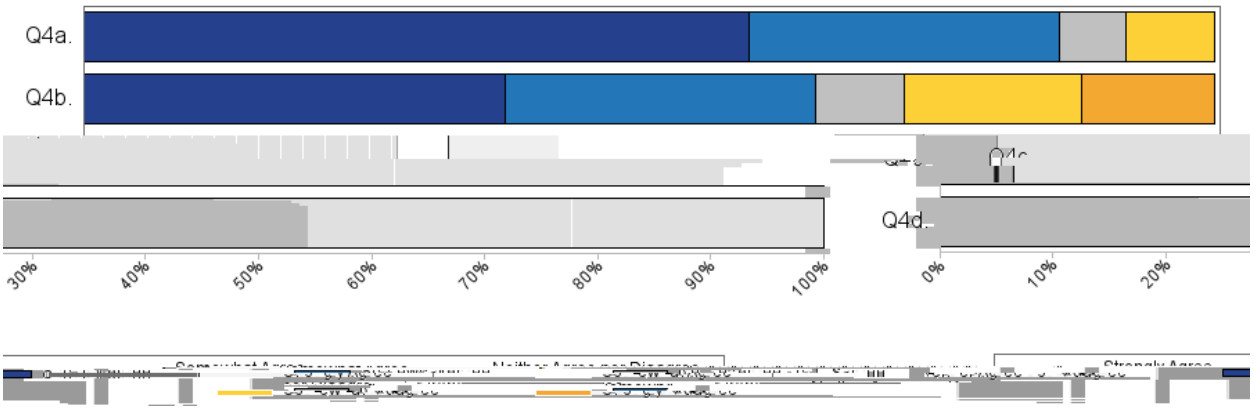
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	59%	30	70%	3,988
	Somewhat Agree	27%	14	20%	1,160
	Neither Agree nor Disagree	6%	3	5%	296
	Somewhat Disagree	8%	4	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	37%	19	60%	3,406
	Somewhat Agree	27%	14	23%	1,293
	Neither Agree nor Disagree	8%	4	10%	546
	Somewhat Disagree	16%	8	4%	255
	Strongly Disagree	12%	6	3%	195

Behavior Management	% by School	Total by School	% All Schools	Total All Schools

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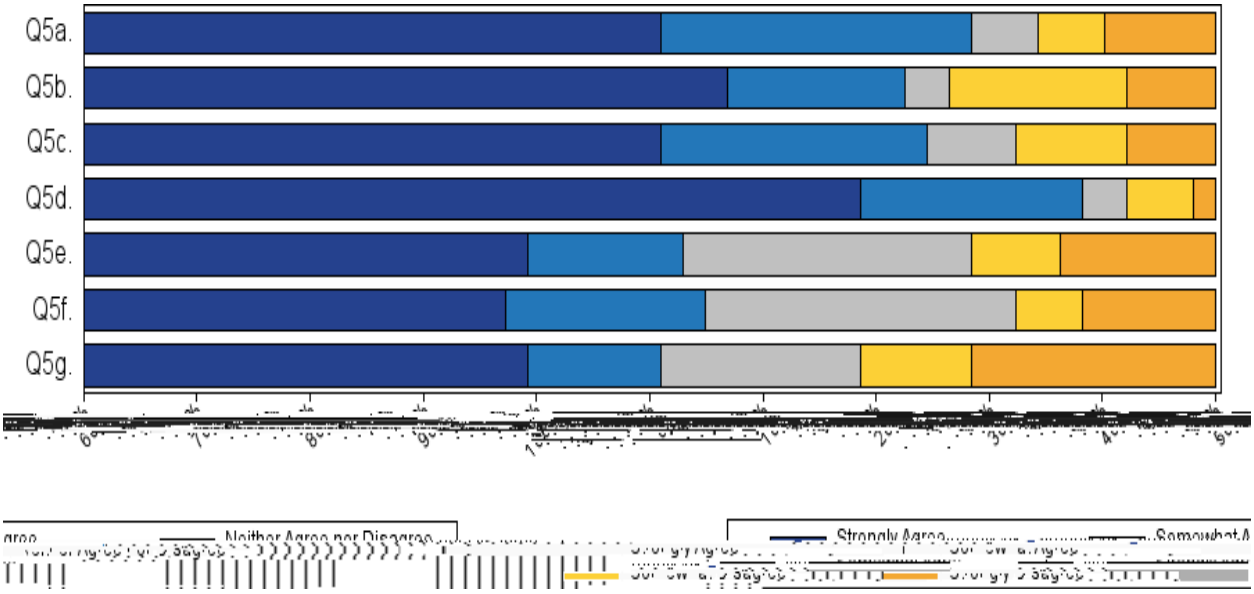
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication	% by School	Total by School	

Family Engagement and Communication	% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.				

methods of communication with families.

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SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Q6. Thinking about this school's board meetings, which

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SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

COVID-19 In-Person Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				
Q8b. I am confident the school is					

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COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	16%	8	14%	779
	Somewhat Agree	22%	11	12%	663
	Neither Agree nor Disagree	10%	5	14%	790
	Somewhat Disagree	12%	6	9%	523
	Strongly Disagree	41%	21	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	20%	10	19%	1,085
	Somewhat Agree	22%	11	21%	1,194
	Neither Agree nor Disagree	33%	17	24%	1,384
	Somewhat Disagree	6%	3	11%	623
	Strongly Disagree	20%	10	25%	1,409

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	43%	22	29%	1,657
	Somewhat Agree	24%	12	20%	1,153
	Neither Agree nor Disagree	12%	6	26%	1,500
	Somewhat Disagree	4%	2	8%	434
	Strongly Disagree	18%	9	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	82%	42	64%	3,669
	Somewhat Agree	4%	2	14%	824
	Neither Agree nor Disagree	6%	3	16%	939
	Somewhat Disagree	2%	1	2%	142
	Strongly Disagree	6%	3	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	82%	42	73%	4,151
	Somewhat Agree	4%	2	10%	585
	Neither Agree nor Disagree	8%	4	14%	814
	Somewhat Disagree	2%	1	1%	57
	Strongly Disagree	4%	2	2%	88

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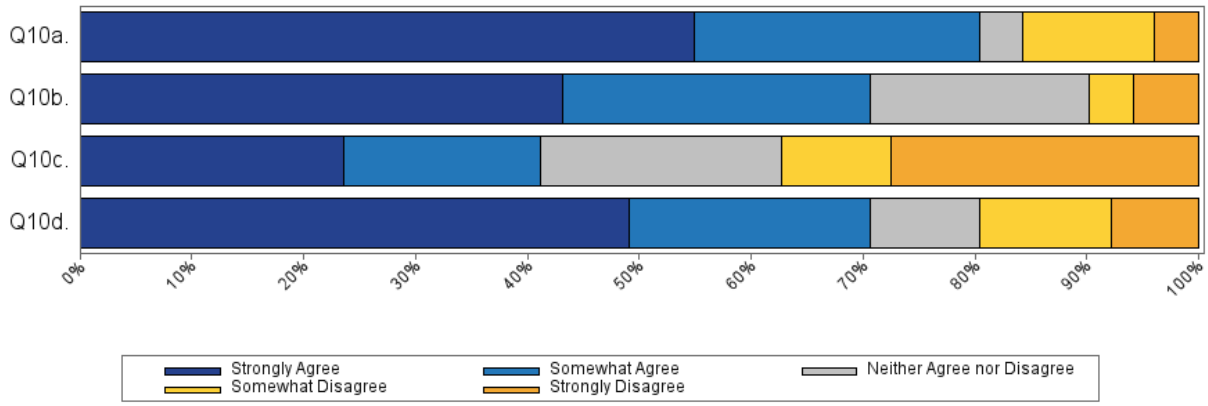
SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				

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SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
A better eduacation and a better challenge
I heard great things about it & I have been satisfied with my decision
Close to homes and the the uniforms,also heard they was really good
It will help my child achive her educate needs
Was recommended by another parent that it was a good school
I chose this school because I want my child to learn in better ways and good environment.
The Great teaching staff!
Great school also the staff is terrific
I was hoping for better education and better life skills
I was told it was a great school for education. They have done a great job being on top of teaching

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SOUTHSIDE ACADEMY CHARTER SCHOOL

51 RESPONSES

8% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
More diverse than her former school
They have a lot more to offer and it's just not feeling like you're going to school but also feeling like their family
I chose this school for my child because I thought it will be a good environment for her to learn
We had just move to the state and moved closer by the school. It was referred by a family member.
My child has been there since she was in kindergarten. Thankfully she is almost done.
Recommendation from a friend
Smaller settings.
It's a great school and want my child to have opportunities to prepare for college
The education is great
I don't like public schooling

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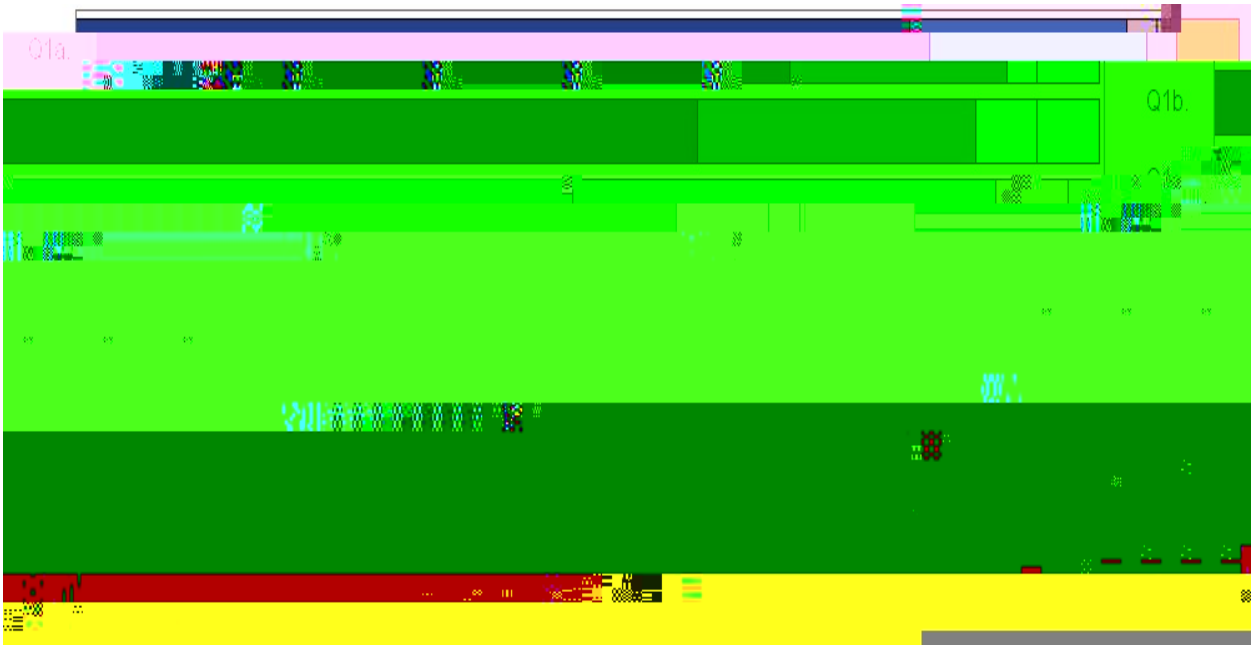
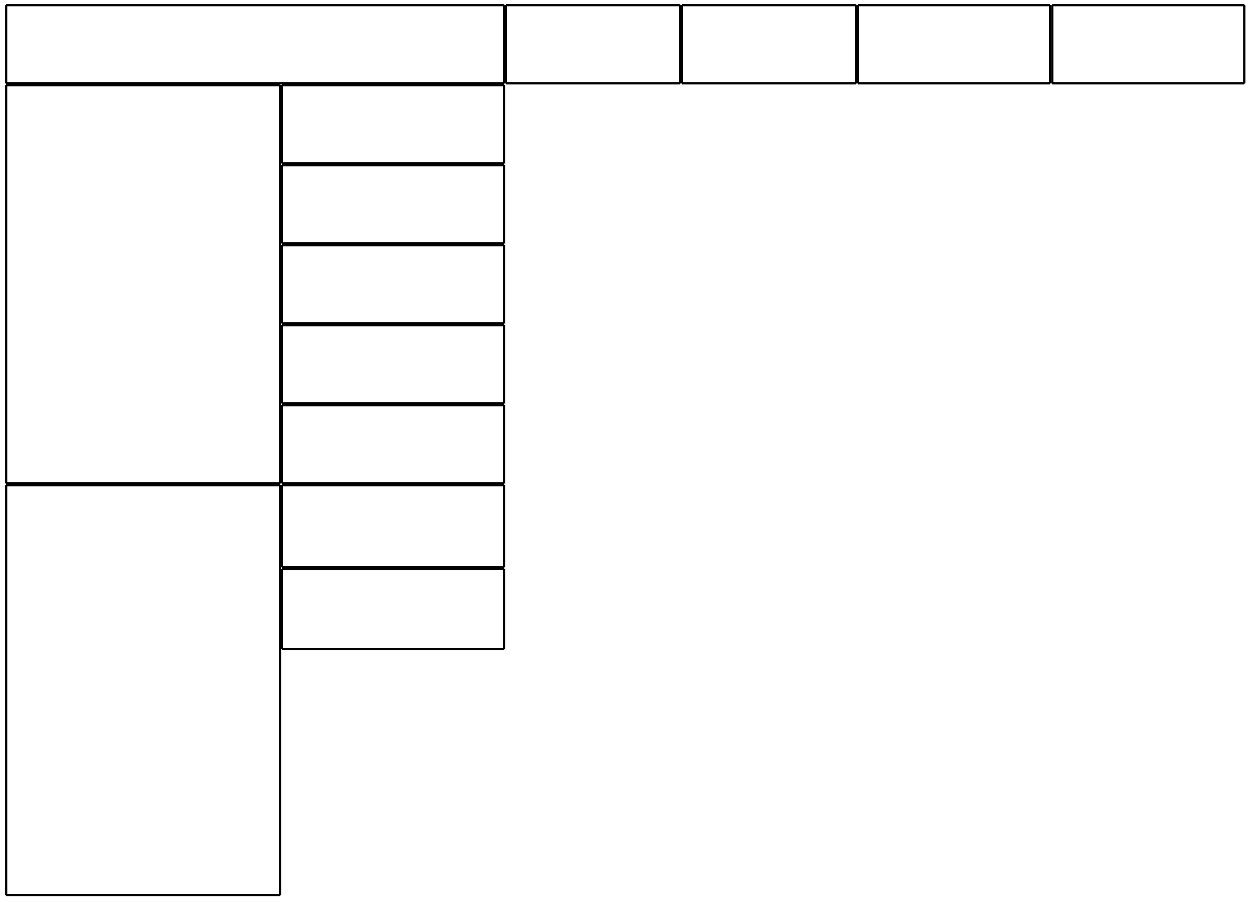
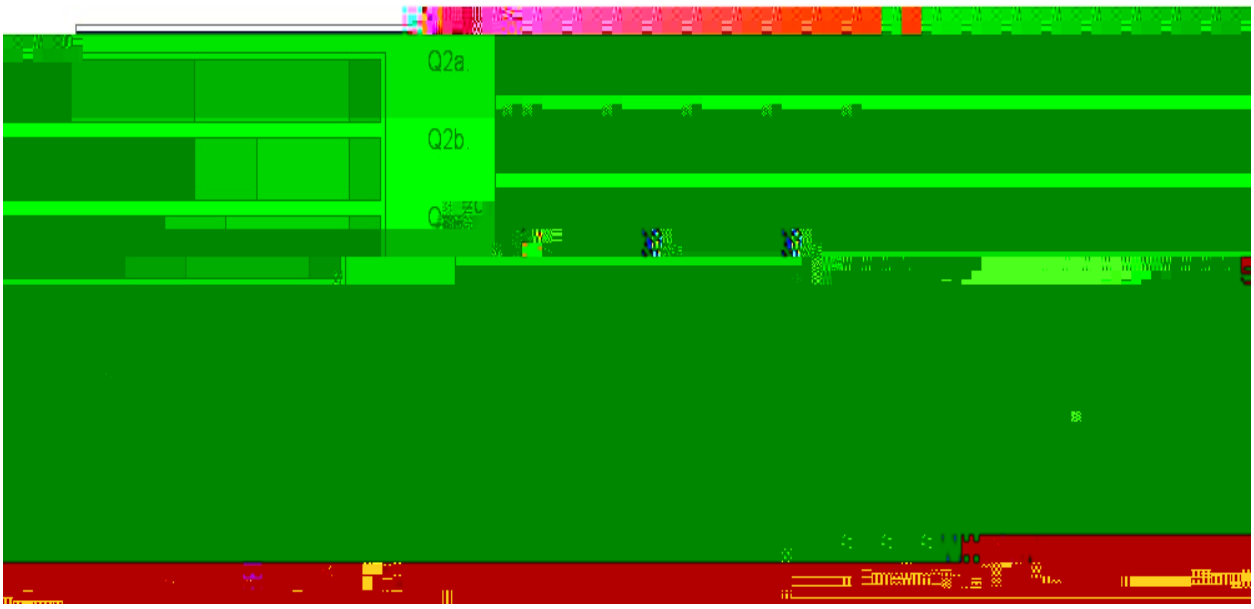
SOUTHSIDE ACADEMY CHARTER SCHOOL

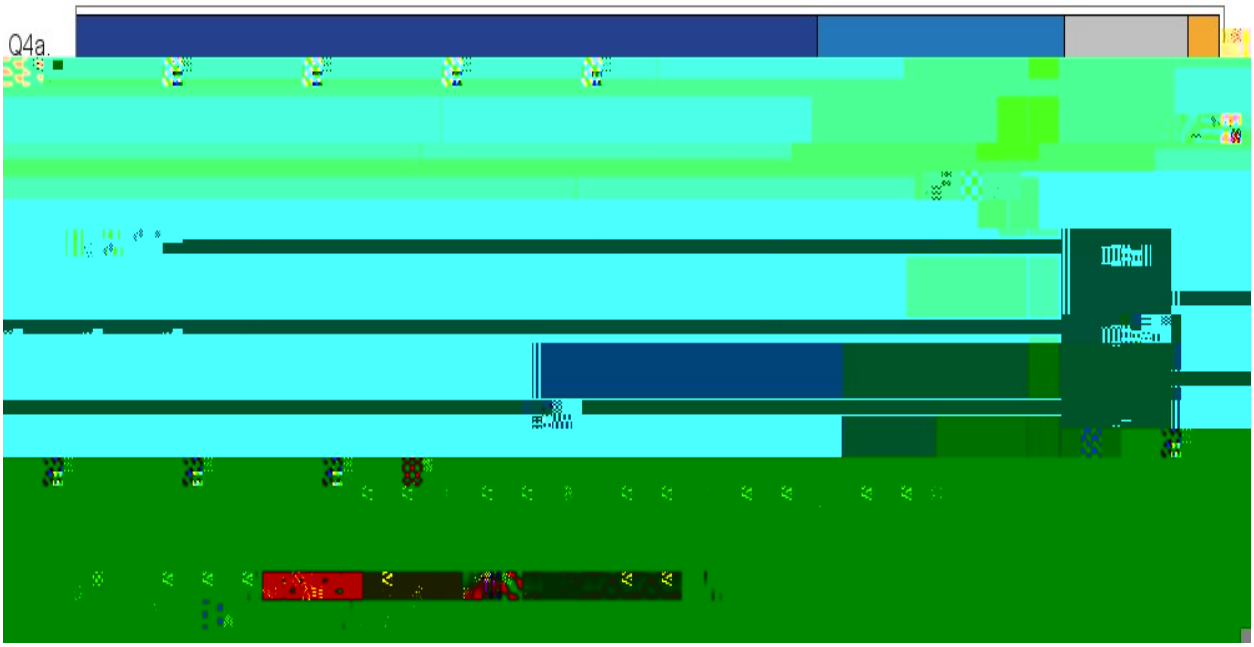
51 RESPONSES

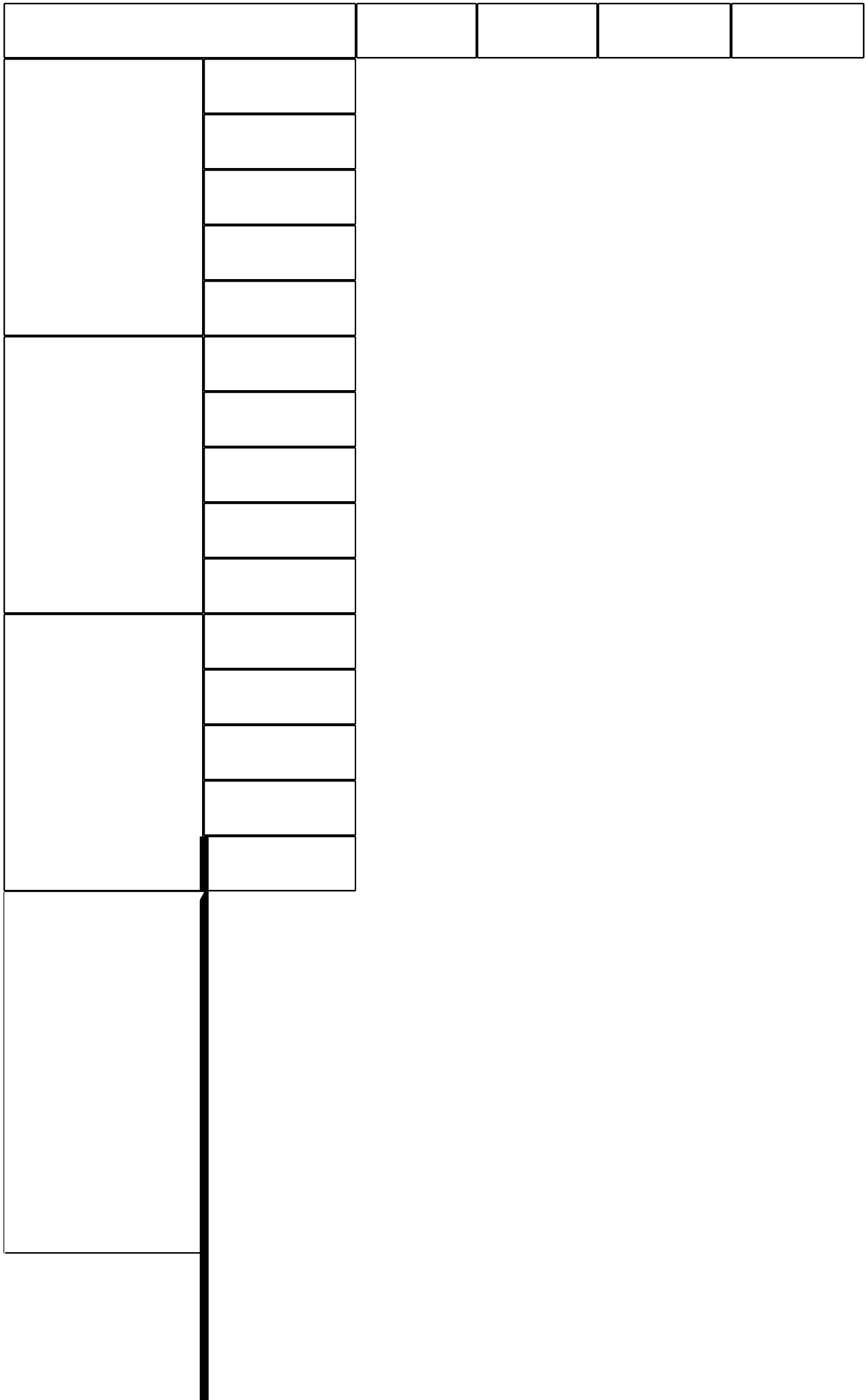

Q1a.
Q1b.

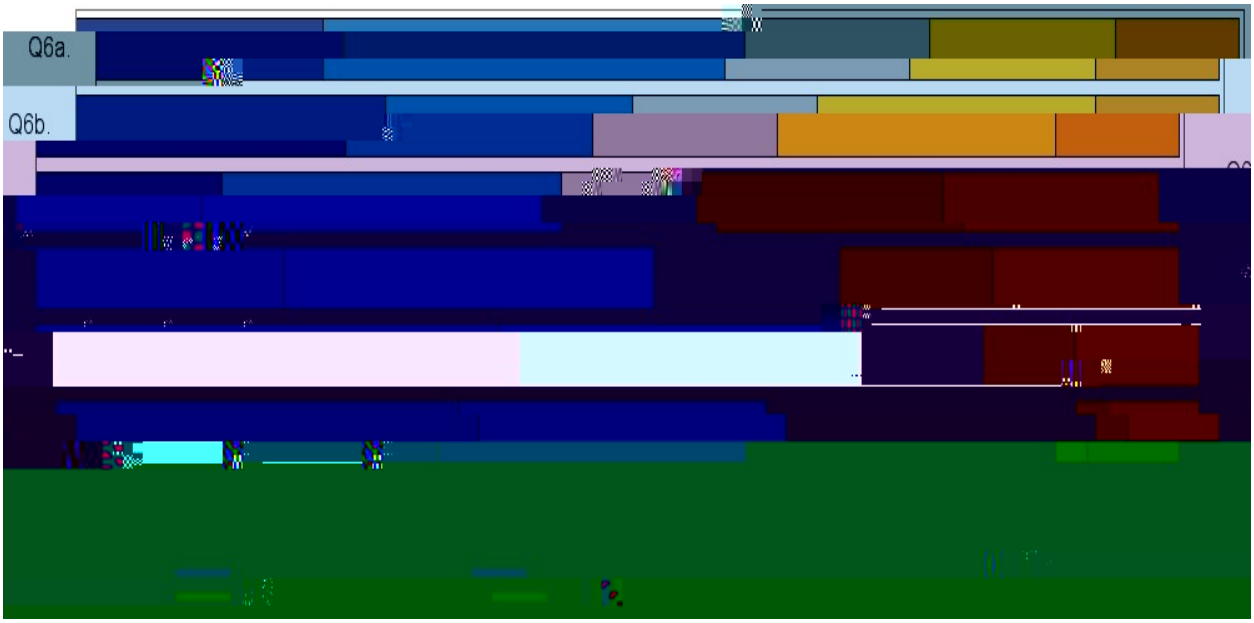


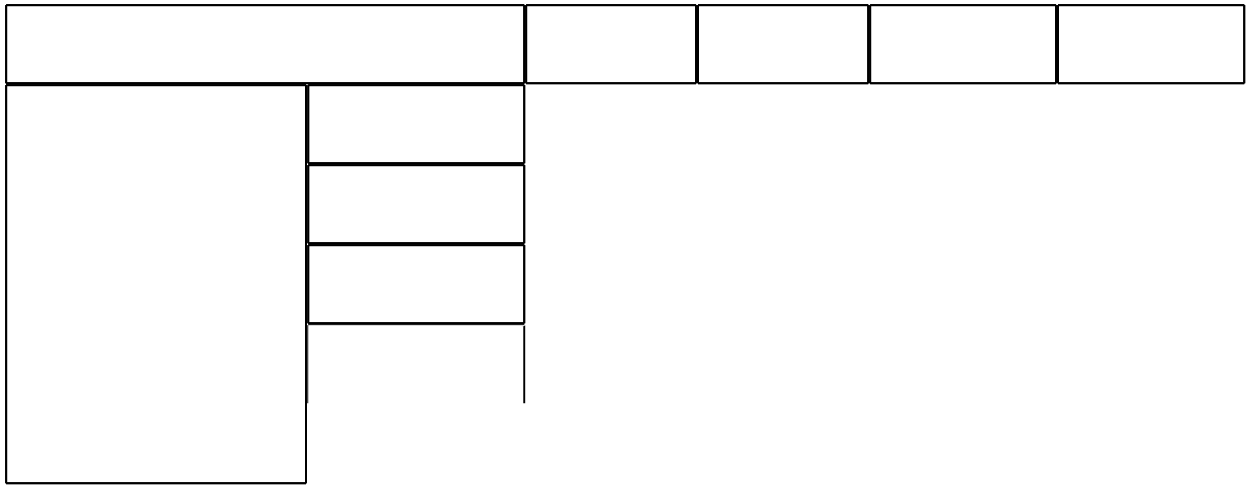

Q2a.
Q2b.

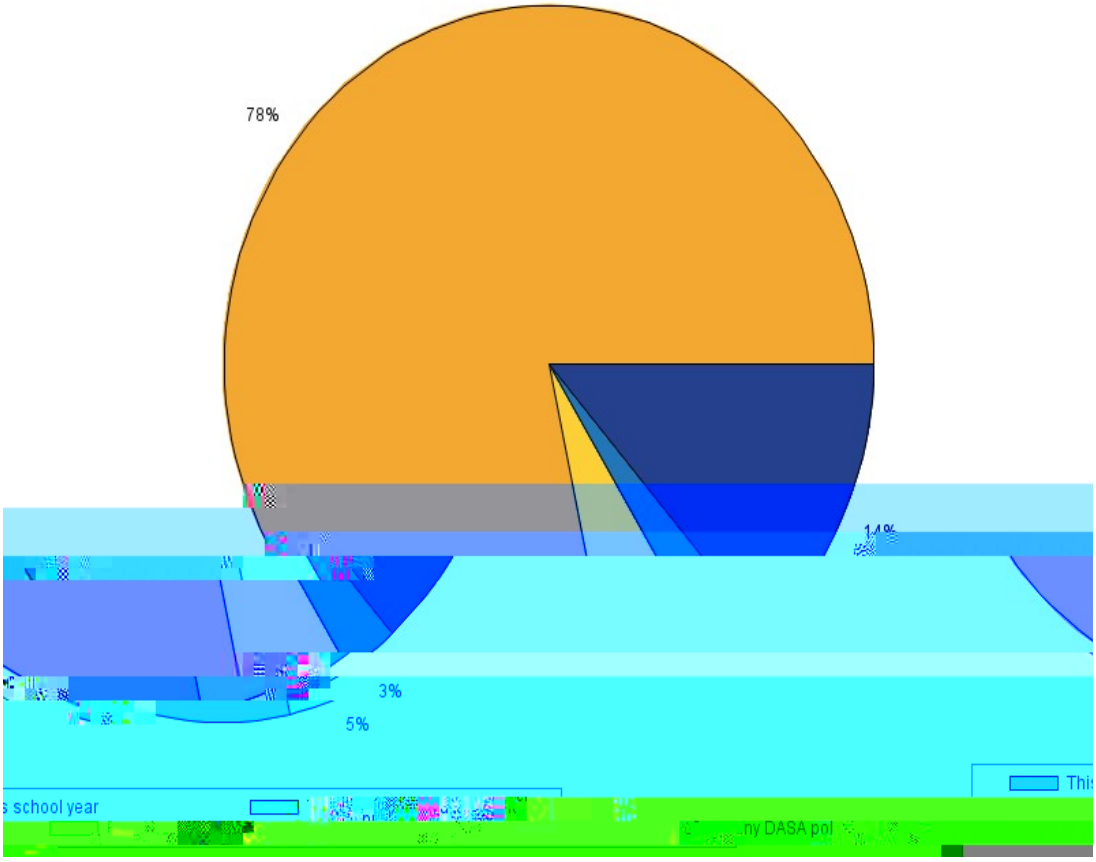
Q4a.






Q6a.
Q6b.

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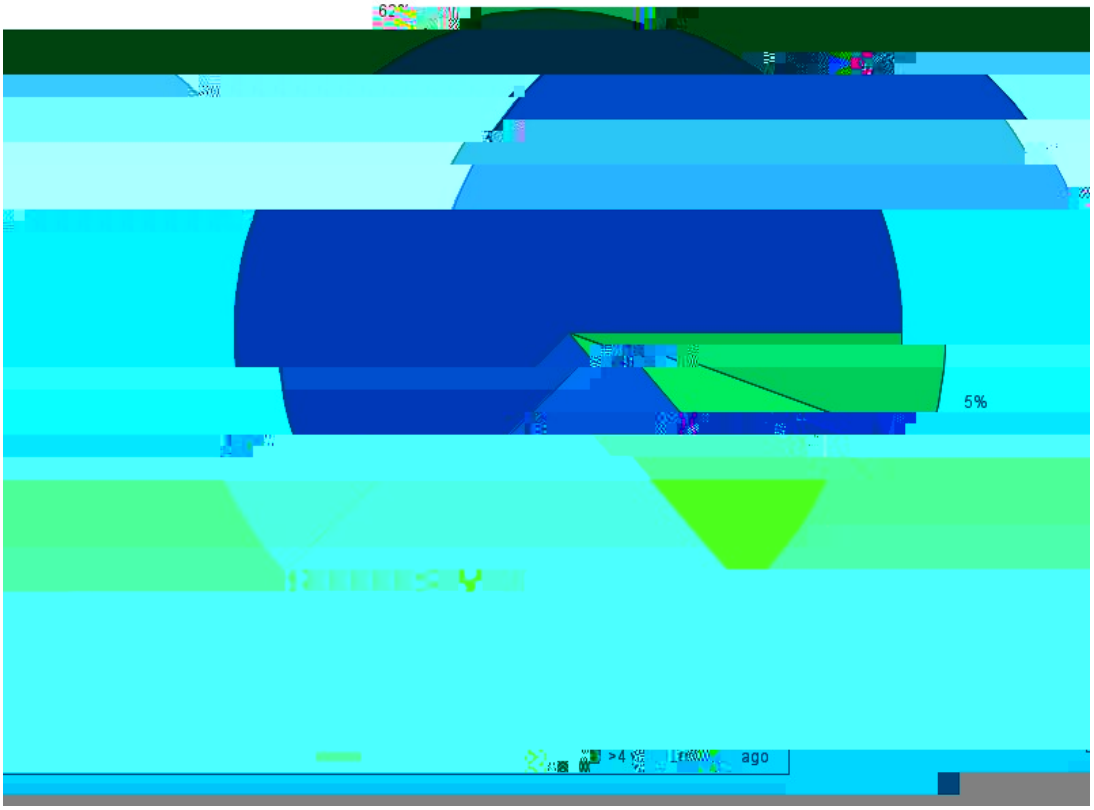
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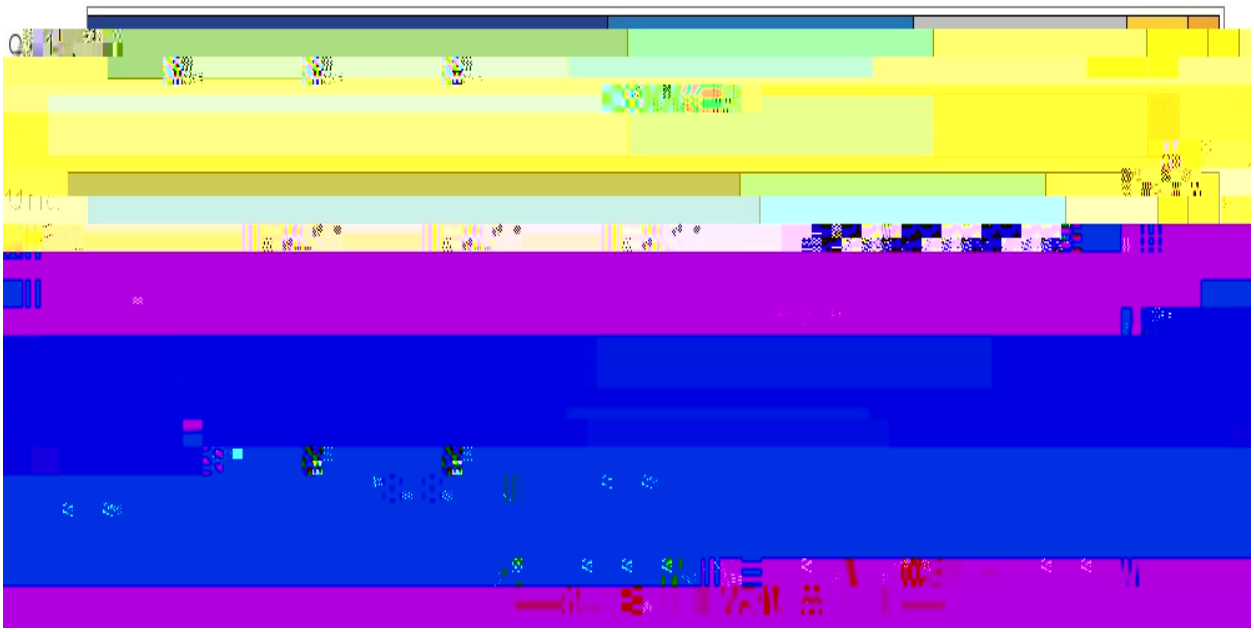

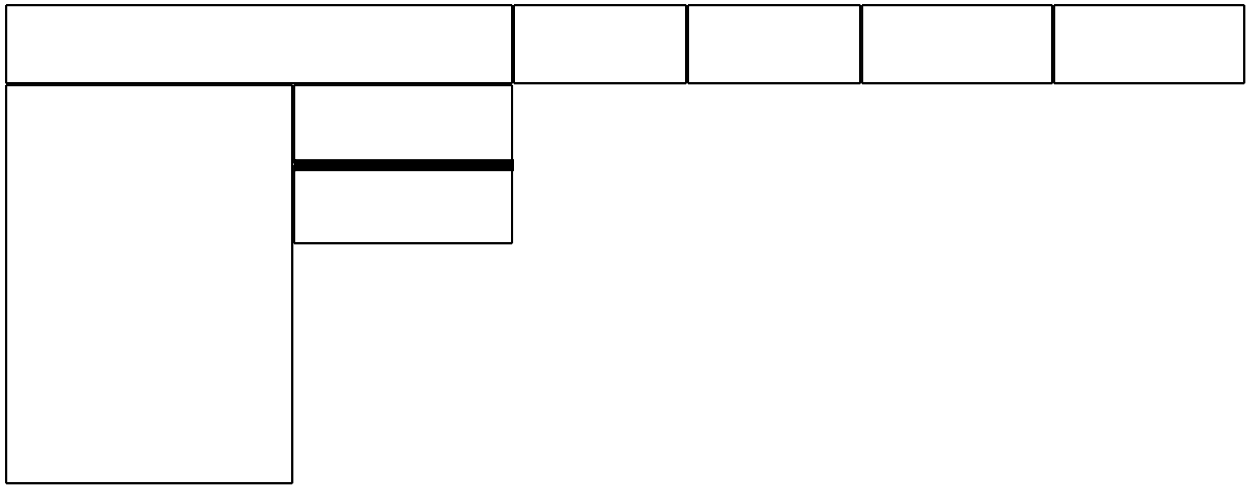

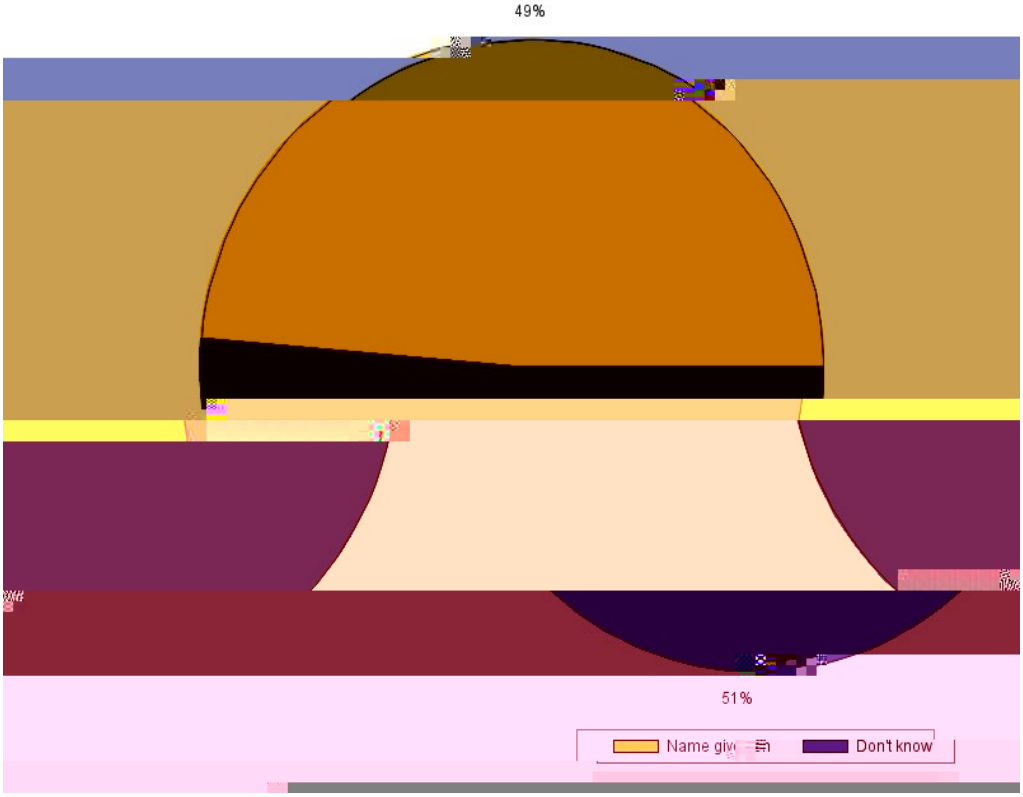
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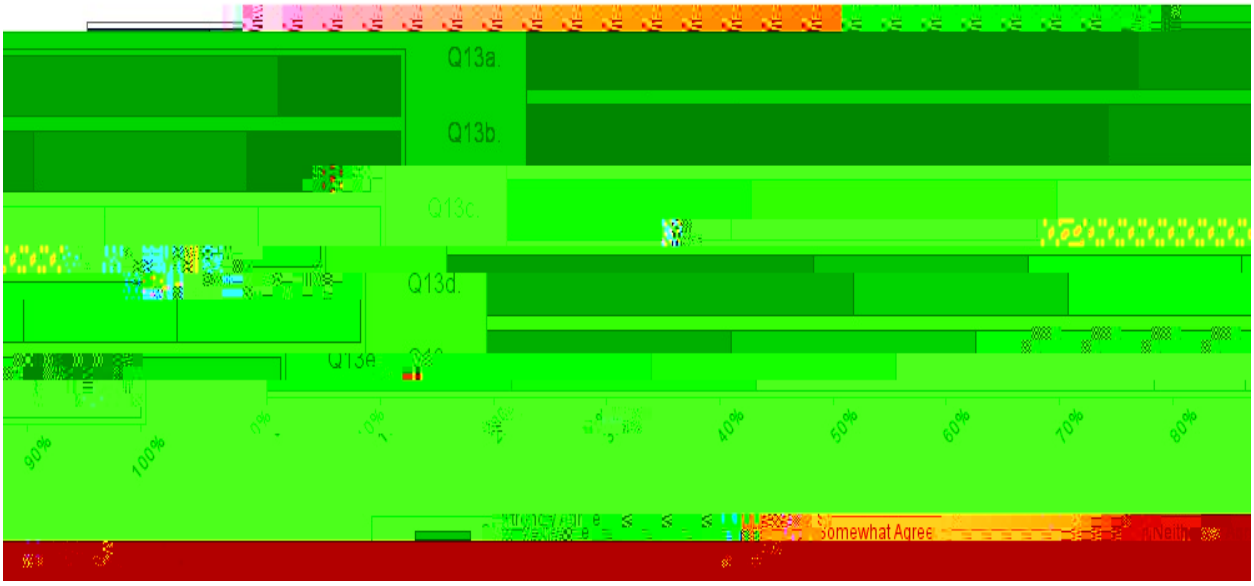
Q13a.
Q13b.
Q13c.
Q13d.
Q13e
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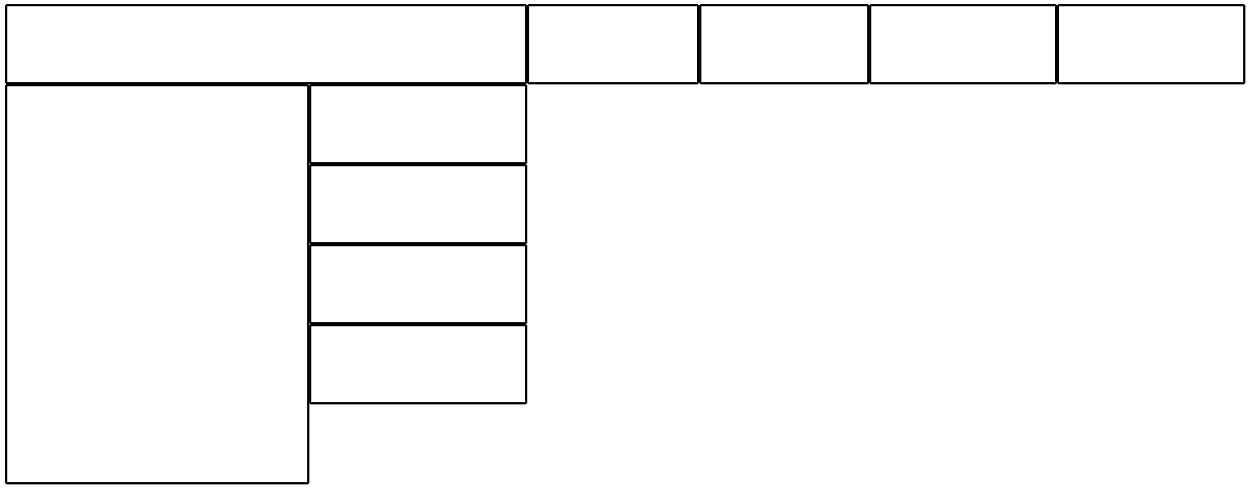
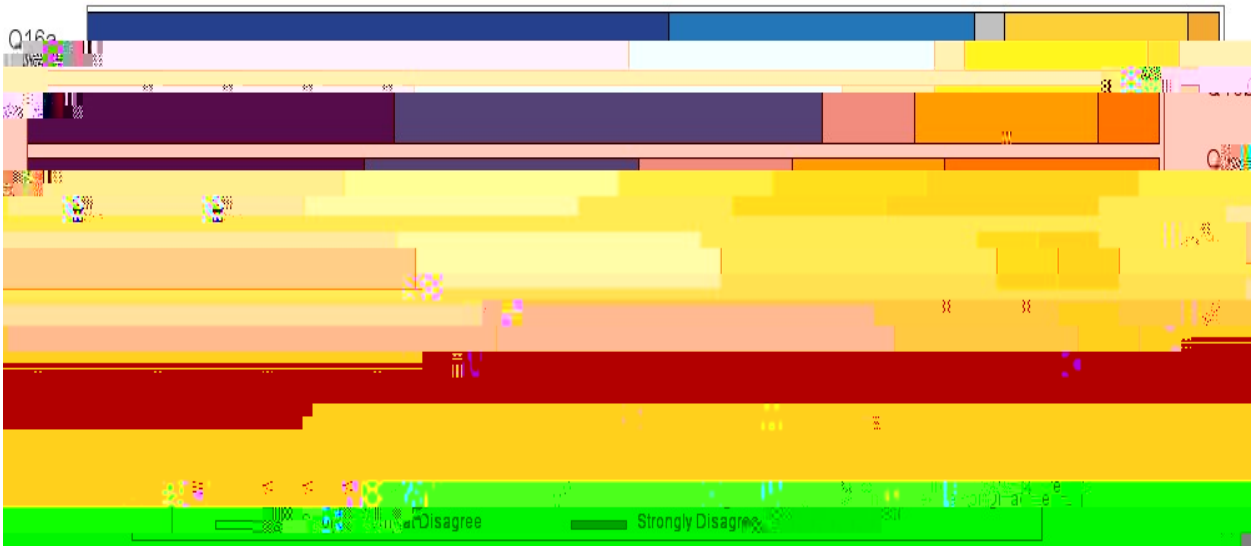
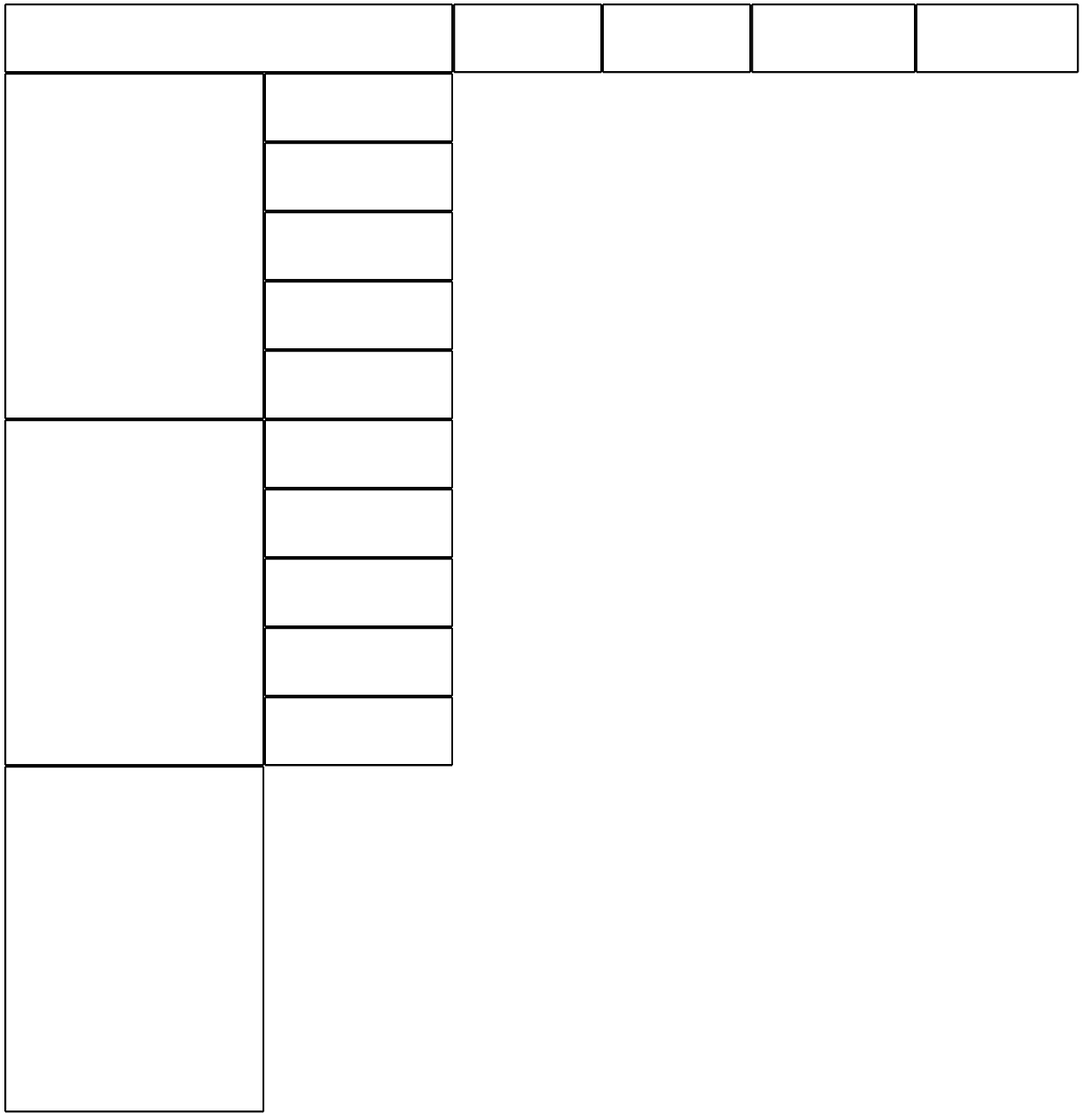
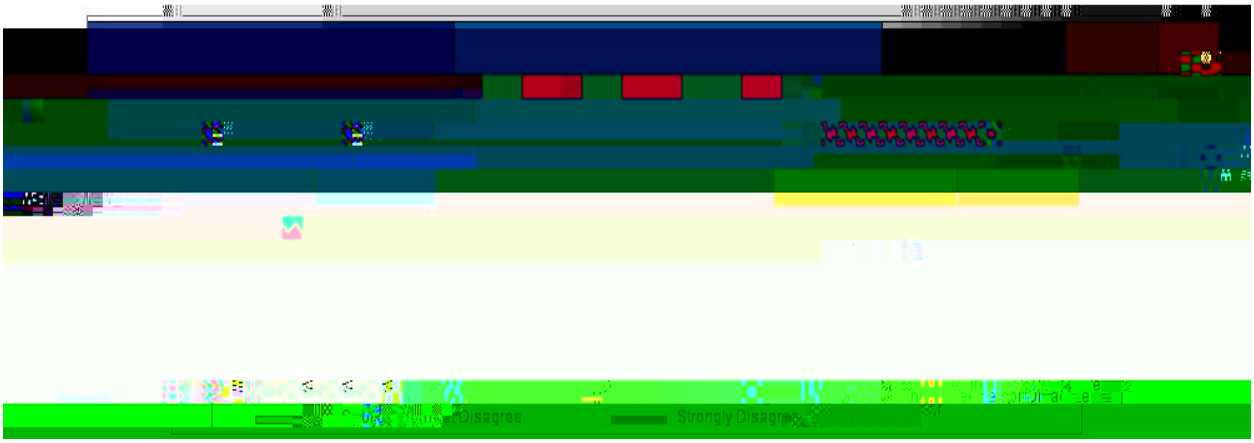
Somewhat Agree



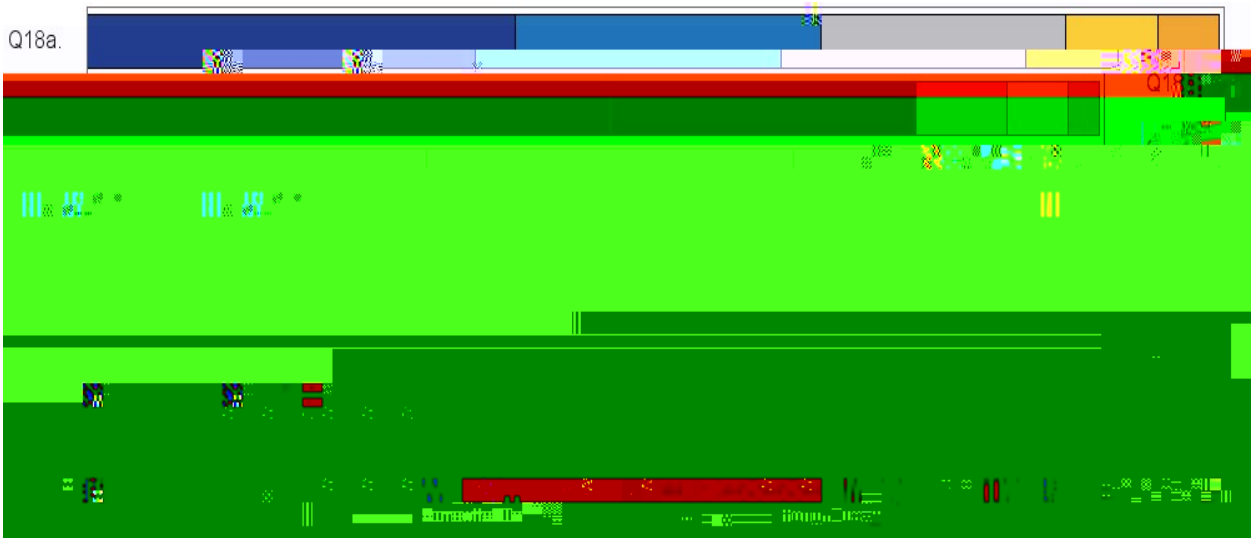
INVOICE CSO Target Survey

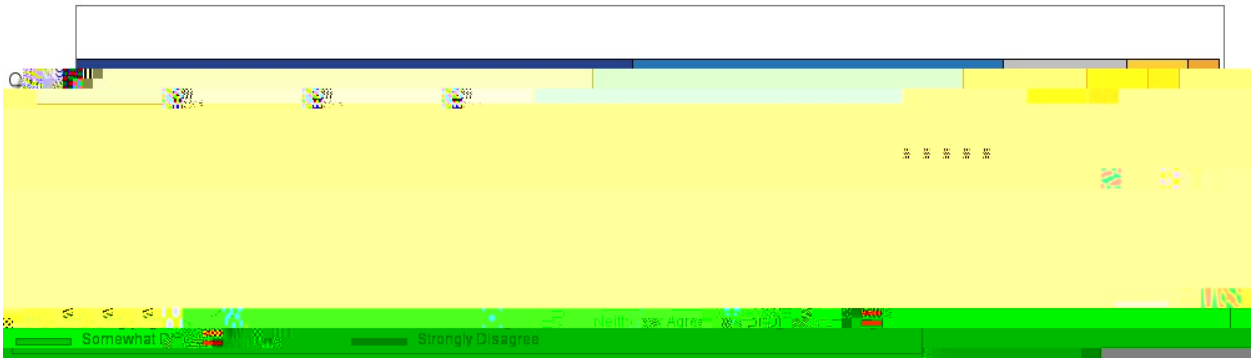

Q16a
Strongly Disagree

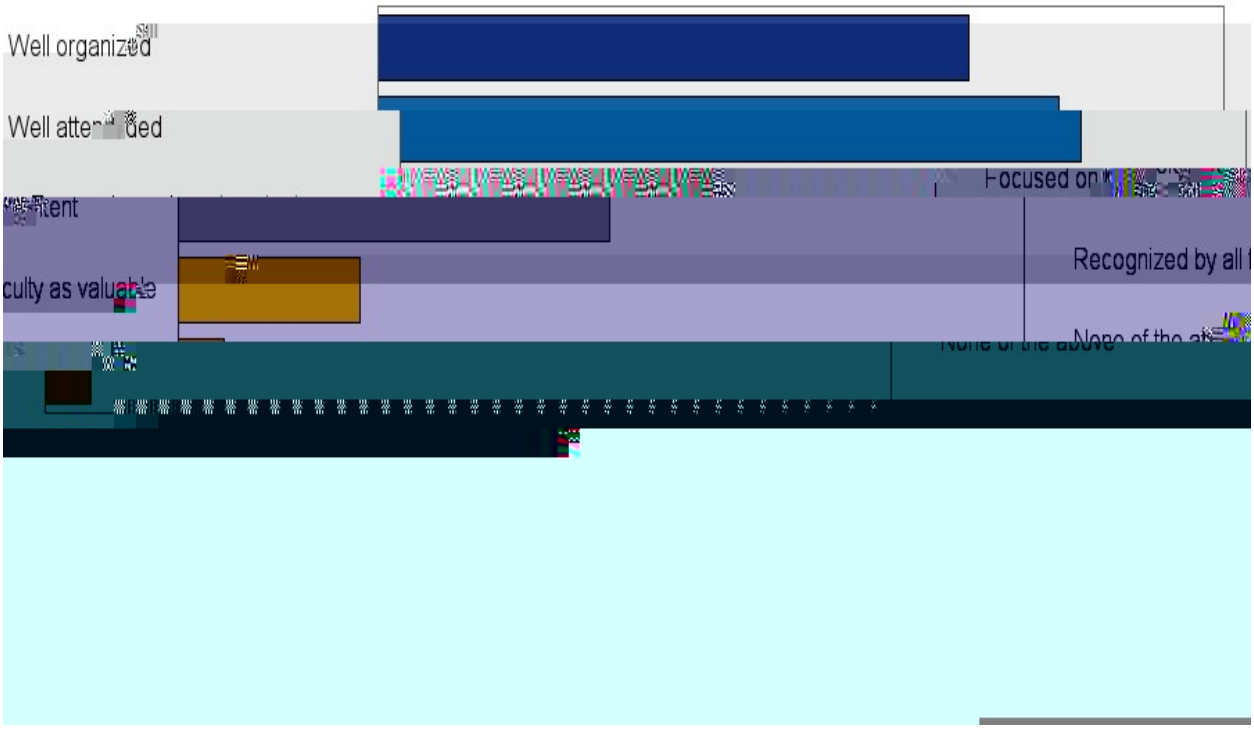
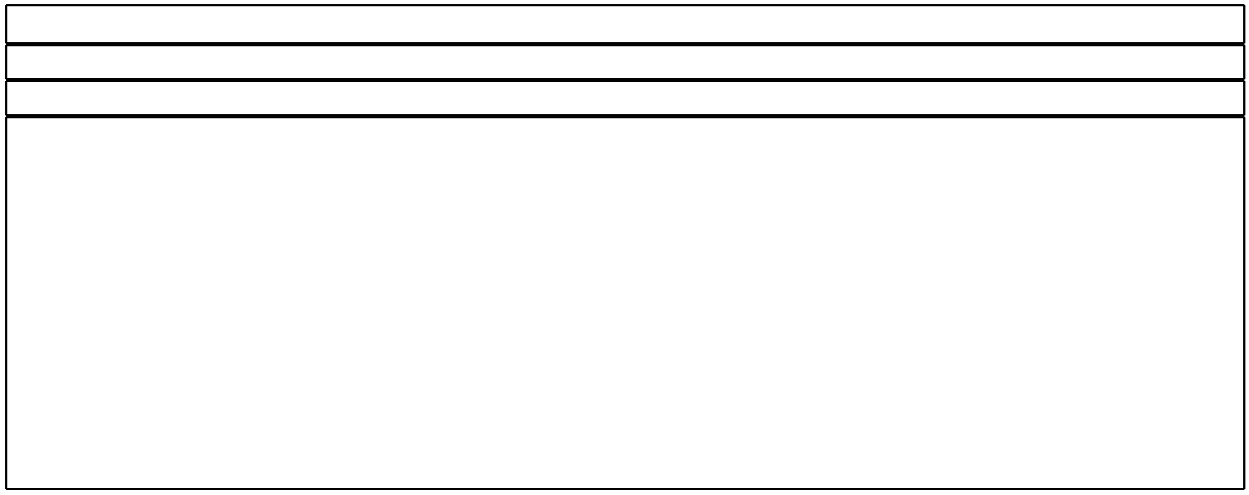




Q18a.




Somewhat
Strongly Disagree


Well organized
Well attended
Focused on
Recognized by all
None of the above

Team