

The background of the entire page is a solid blue color. Overlaid on this is a grid of lighter blue squares. The grid is not uniform; it is composed of several rectangular blocks of squares of varying sizes. One large block is in the top-left corner. Another large block is in the middle-left, partially obscured by a dark grey rectangle. A third block is in the bottom-left. A fourth block is in the bottom-right. The squares are arranged in a way that creates a sense of depth and structure.

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
LEGACY COLLEGE PREPARATORY  
CHARTER SCHOOL*

**Report Date: March 9, 2022**

**Review Date: October 6, 2021**

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**Charter Schools Institute**  
The State University of New York

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## CHARTER SCHOOL BACKGROUND

# LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

400 East 145<sup>th</sup> Street Bronx, New York | Grades: 6-8 | Community School District 7  
332 East 149<sup>th</sup> Street Bronx, New York | Grades: 9-10 | Community School District 7

The State University of New York Board of Trustees (the “Trustees”) approved the original charter for Legacy College Preparatory Charter School (“Legacy College Prep”) on June 13, 2016. The charter’s doors opened in fall 2017 serving 120 students in 6<sup>th</sup> grade.



### MISSION

*Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, Legacy College Preparatory Charter School ensures all students in 6<sup>th</sup> – 12<sup>th</sup> grade are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.*

### CURRENT CHARTER

Serves: 6<sup>th</sup> – 10<sup>th</sup>

Chartered Enrollment:  
600

Charter Expiration:  
July 31, 2022

### PROPOSED FUTURE CHARTER

Serves: 6<sup>th</sup> – 12<sup>th</sup>

Chartered Enrollment:  
811

Charter Expiration:  
July 31, 2027

### KEY DESIGN ELEMENTS

Culture of PRIDE- professionalism, respect, integrity, determination, and engagement;



Highly effective and mission driven teachers;



Frequent, purposeful data analysis;



Proactive partnership with families;



Enrichment through mission aligned activities, trips, and clubs;



Advisory structure; and,



Community service.



## CHARTER SCHOOL BACKGROUND



### NOTEWORTHY

Legacy College Prep established its internship and mentoring programs for high school students in the 2021-22 school year in alignment with its mission. In collaboration with the charter's director of college and career readiness, students identify academic or career goals and partner with an outside mentor in fields such as engineering, cosmetology, and sports management. Students meet with their mentor every Friday after early release. By November 2021, 85% of students in the 10<sup>th</sup> grade class participated in the program.

### SUMMARY OF COVID-19 RESPONSE

Legacy College Prep transitioned to a fully remote program in March 2020 due to the COVID-19 shutdown. The charter used a variety of strategies to support students and families during the remote learning period. Immediately following the transition to remote, the charter surveyed families and sent home the necessary technology to ensure all students could access remote teaching. The charter also mailed gift cards for groceries and other necessities to families. Teachers leveraged software such as GoFormative, Google Classroom, and Zoom to deliver synchronous live lessons and asynchronous learning activities. Staff members of the charter's culture team transitioned to monitoring student attendance with assistant deans communicating regularly with families to encourage students to log into the system. During the 2020-21 school year, the charter began offering hybrid instruction to its middle school program students and remote instruction to the 9<sup>th</sup> grade cohort. After the rise in COVID-19 cases in the fall, the charter transitioned to fully remote instruction and continued to deliver the remote program for the remainder of the school year. In spring 2021, the charter established learning centers for a small population of vulnerable students to come in person while the majority of students attended remotely. Throughout the year, the charter's culture team conducted weekly check-ins with families and students to maintain motivation and monitor social-emotional wellness.

# RENEWAL RECOMMENDATION

## FULL-TERM RENEWAL

**Full-Term Renewal** *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Legacy College Preparatory Charter School for a period of five years with authority to provide instruction to students in 6<sup>th</sup> – 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 811 students. The Institute makes this recommendation based on Legacy College Preparatory Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>2</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

1:

the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

3. See New York Education Law § 2852(2).

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During its five year charter term, Legacy College Prep is an academic success having met its key Accountability Plan goals. The summary below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

#### FINDINGS & INFORMATION

##### *Is the charter an academic success?*

Legacy College Prep is an academic success. The charter met all of its key Accountability Plan goals in each year of the current charter term in which state test data are available. In the absence of reliable and credible state exam results, the charter school continues to demonstrate success in English language arts (“ELA”) and mathematics on nationally normed assessments.

##### *Is the charter an effective, viable organization?*

Legacy College Prep is an effective, viable organization. The charter’s organizational structure allows instructional leaders at the middle school and high school programs to focus on improving teaching and learning. The board provides effective oversight of the charter while thoughtfully reflecting on areas for continuous improvement.

##### *Is the charter fiscally sound?*

Legacy College Prep is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term.

##### *If the SUNY Trustees renew the education corporation’s authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?*

Legacy College Prep’s plans for the charter are reasonable, feasible, and achievable. The charter will continue growing its high school program and the board plans to increase its capacity in academics.

Based on the Institute’s review of the charter’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter’s academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Legacy College Preparatory Charter School an Initial Full Term renewal of five years.





# DP

DATA PRESENTATION

PAGES: 6-18

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS



## ACADEMIC PERFORMANCE

### LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

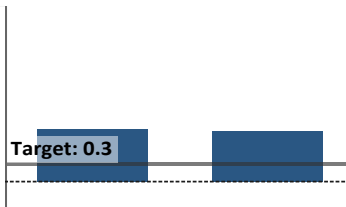
#### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.

100  
Target: 75  
50  
0

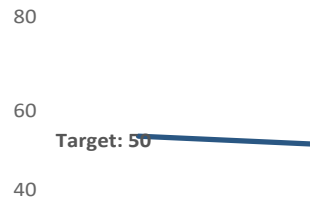
Test Year	Comp Grades	District %	Charter %
2019	7	22	39

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	6	0.90
2019	6-7	0.88

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	54.5
2019	52.8

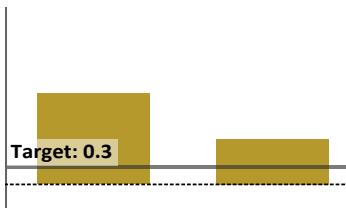
#### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.

100  
Target: 75  
50  
0

Test Year	Comp Grades	District %	Charter %
2019	7	21	42

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	6	1.55
2019	6-7	0.78

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	66.7
2019	55.4

# ACADEMIC PERFORMANCE

## LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

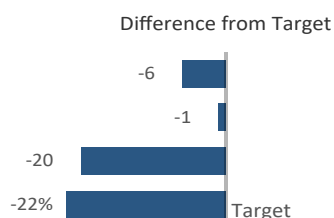
#### Science: Comparative Measure.

The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed **the district**.

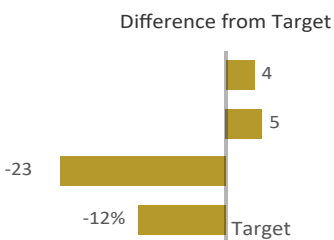
NA

#### BASLINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP\*

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	367	44
Equity 1	Gap closing	55	206	54
Equity 2	Students with disabilities	44	83	24
Absolute	2+ students	75%	243	53%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	364	54
Equity 1	Gap closing	55	229	60
Equity 2	Students with disabilities	54	83	31
Absolute	2+ students	75%	243	63%



#### SPECIAL POPULATIONS PERFORMANCE\*\*

	2018	2019
Students with Disabilities Enrollment	28	55
Tested on State Exam	24	50
Charter Percent Proficient on ELA Exam	20.8	12.0
District Percent Proficient	7.0	6.6
ELL Enrollment	12	31
Tested on NYSESLAT Exam	10	31
Charter Percent 'Commanding' or Making Progress	0.0	29.0

\* For description of internal assessments, see section 1A.

\*\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

## ACADEMIC PERFORMANCE



### HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Legacy College Prep is an academic success with a track record of meeting its Accountability Plan goals during its initial charter term. The charter enrolled 6<sup>th</sup> grade students in 2017-18, its first year of operation, and as such its first cohort of students participated in the state's ELA and mathematics exams. That year, Legacy College Prep exceeded its targets for comparative and growth performance and met its goals in both ELA and mathematics. Legacy College Prep also exceeded its comparative and growth performance targets and met its goals during 2018-19 in both ELA and mathematics. Notably, the charter school's effect sizes in ELA and mathematics during both years indicated the charter school's performance was higher than expected to a large degree in comparison to schools throughout the state enrolling similar concentrations of economically disadvantaged students. The charter's growth scores in both subjects during its first two years of operation exceeded the target of 50 demonstrating the charter remained on track to grow the learning of its students according to grade level expectations.

During this charter term, Legacy College Prep grew to enroll 10<sup>th</sup> grade as its highest grade. The charter's 9<sup>th</sup> grade students started high school in 2020-21 while the facility was closed to full time in person instruction due to the COVID-19 pandemic. With the cancellation of Regents exams in 2019-20 and only limited administration of some Regents exams during 2020-21, the charter has yet to produce academic outcomes measured by high school Regents exams. However, the charter posted a leading indicator demonstrating 98% of the high school program's inaugural 9<sup>th</sup> grade students earned a sufficient number of course credits to be promoted to 10<sup>th</sup> grade. Early success in high school, particularly in ELA and mathematics, correlates strongly with high graduation rates at the end of four years.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3<sup>rd</sup> – 8<sup>th</sup> grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for charters and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of charter performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.
4. Absolute Measure: Each year, 75 percent of 3<sup>rd</sup> through 8<sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

## ACADEMIC PERFORMANCE

Legacy College Prep primarily used the NWEA MAP assessment to monitor the growth and performance of students during this charter term. Notably, the charter posted high performance in growth for all students and growth for students starting the year below grade level performance in mathematics. This year, in response to lagging ELA scores for students with disabilities and lower than expected performance for students enrolled for at least two years overall, Legacy College Prep is prioritizing its reading program in ELA, noting that its novel study approach to teaching literacy was difficult to deliver during online and hybrid instruction. In response to students with disabilities' growth scores lagging behind their general education peers in mathematics, the charter cites the priority to continue supporting students with disabilities by adjusting the curriculum to close those gaps in co-taught classrooms in 2021-22.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Legacy College Prep's assessment system generates data from a variety of valid and reliable assessments instructional leaders use effectively to adjust the program and meet student needs. This year, the charter used the nationally norm referenced NWEA MAP and i-Ready tests to identify gaps and monitor student progress in mathematics and ELA. Based on these data, Legacy College Prep developed small groups and removed an elective to create more time spent on reading, where the learning gaps were more significant than those in mathematics following the COVID-19 pandemic. The charter also develops exit tickets and interim assessments internally to monitor student progress during the school year. Teachers use data from daily exit tickets to adjust and reteach certain concepts and skills that require reinforcement. The charter uses past Regents exam items and items from the College Board's Advanced Placement ("AP") exams to fashion interim assessments that mirror the rigor of those high stakes assessments. The exams provide instructional leaders with data they use to adjust the program and offer students practice experience to build stamina and prepare for those exams.

#### CURRICULUM

Legacy College Prep maintains an internally developed curriculum that provides teachers with materials to know what to teach and when to teach it. The charter's curricular materials include a complete scope and sequence and lesson plans. With these materials already developed, teachers have the time necessary to focus on differentiating lesson material for students of different ability levels. Classroom teachers confer regularly with special education teachers to ensure lessons are differentiated properly to meet the learning needs of students with disabilities. The charter's deans review lesson plan content during the week prior to instruction and provide specific feedback to teachers on rigor and alignment to state learning standards. Leaders also provide targeted feedback to teachers on the extent to which students have opportunities to practice and apply lesson content.

#### PEDAGOGY

High quality instruction is evident across most classrooms at Legacy College Prep. Teachers' lessons include clear objectives aligned to purposeful activities. Teachers employ multiple strategies to check for student understanding such as circulating the classroom, conferencing with students, and using hand signals. In some lessons, teachers use strategic groupings of students to allow for more targeted instruction. In contrast, instructional leaders acknowledge that the charter has room to increase the amount of lessons in which teachers effectively teach higher order thinking and problem solving skills. Few teachers at Legacy College Prep challenge students with rigorous content and embed opportunities for higher order thinking throughout lessons. In classrooms where teachers do embed higher order thinking and problem solving skills into the lesson, the teachers frequently ask students to elaborate on responses and provide specific evidence to back up assertions. In a majority of lessons, teachers maintain classrooms that focus on academic achievement. However, in a few lessons teachers struggle to implement clear and consistent routines that ensure students are engaged throughout.

## ACADEMIC PERFORMANCE

### INSTRUCTIONAL LEADERSHIP

Legacy College Prep has strong instructional leadership, which consists of the executive director, principals at the middle school program and high school program, director of student supports, director of communication and recruitment, and the director of college and career readiness. Leaders establish an environment of high expectations for both adults and students. Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Leaders also implement a comprehensive professional development program that develops the competencies and skills of all teachers. The charter implements a coaching system with regular observation and debrief cycles that supports teachers in improving their instructional effectiveness. Legacy College Prep holds teachers accountable for quality instruction and student achievement through this consistent coaching and feedback system. If a teacher is not meeting expectations, leaders escalate the frequency and intensity of the coaching cycle. Leaders implement performance improvement plans for teachers who continue to struggle. While the charter is thoughtful about minimizing teacher turnover, leaders do not invite back teachers who fail to meet performance expectations.

### AT RISK PROGRAM

Legacy College Prep meets the educational needs of at-risk students. Legacy College Prep uses the i-Ready program and assessments to support students struggling academically. All students receive tier 1 support in classroom and in coordination with i-Ready's integrated curriculum and assessment system. The charter offers a variety of other supports that vary by content area. In ELA, students who require tier 2 intervention attend a reading comprehension class with targeted, data informed supports. A tier 3 intervention class offers a more intense level of support for students working on decoding and fluency. The charter also enrolls students who show minimal progress in a Saturday academy or after school support.

Legacy College Prep provides effective instruction to students with disabilities that allows them to access academic content in a supportive and minimally restrictive environment. The charter's schedule allows most co-teaching pairs to move through the day together and provide targeted support to students with disabilities. Managers of student support services oversee special education teachers at each site. The charter's director of student support services coordinates with managers to ensure the maintenance and growth of all intervention programs, specifically those at the high school program. While the charter's co-teaching support for academic needs is effective, three positions for related service providers staffed by the district are vacant, which has only been the case for the 2021-22 school year largely due to staffing issues related to COVID-19 at the New York City Department of Education ("NYCDOE"). The charter is working closely with the appropriate committee on special education of the NYCDOE to identify and provide related service providers for the charter.

Legacy College Prep supports ELLs with push-in services to classrooms and stand alone English language classes. The charter provides extensive professional development prior to the start of the school year about effective supports for ELLs to all teachers. Legacy College Prep has effectively moved most ELLs to the higher proficiency tiers according to the New York State English as a Second Language Achievement Test ("NYSESLAT").

## ACADEMIC PERFORMANCE

Students at the lower proficiency tiers attend standalone classes to develop English language acquisition skills. Other ELLs receive support integrated in core content classes. The charter regularly has students testing at the highest proficiency level on the NYSESLAT assessment: the charter currently enrolls 28 students who are designated as former ELLs and 62 other students at expanding and commanding, the two highest of the five NYSESLAT proficiency tiers.

### ORGANIZATIONAL CAPACITY

Legacy College Prep has clear operational procedures and an organizational structure that effectively supports the delivery of the academic program. The charter's leadership team establishes clear lines of accountability and teachers know who to go to for supports and resources. As the high school program grows to full capacity, the board and leadership team are thoughtful about growing the size of the staff to stay true to the charter's mission and key design elements. The charter's director of college and career readiness works with the executive director to maintain various partnerships in the surrounding community to deliver a mentoring and an internship program for its high school students. The charter maintains sufficient enrollment and has high student retention year over year. In 2021-22, 77% of 8<sup>th</sup> grade students at Legacy College Prep matriculated into its high school program. The charter closely monitors progress toward meeting enrollment and retention targets for student subgroups. Overall, the charter thoughtfully monitors its operations and the effectiveness of its academic, social, and college preparatory programs and makes adjustments when necessary.

### BOARD OVERSIGHT & GOVERNANCE

The Legacy College Prep board works effectively to meet the charter's Accountability Plan goals. Board members have experience in education, finance, facilities, and other areas that enable them to provide effective oversight of the charter. As the charter continues to grow into a full middle and high school program, trustees plan to increase the board's internal capacity in academics and college and career readiness. The board also works closely with the executive director to develop plans for a talent pipeline to mitigate future unexpected vacancies and establish greater capacity across staff members. The charter's executive director and principals provide the board with monthly data reports on progress related to achievement, attendance, student engagement, culture, operations, and finance. The board establishes clear priorities aligned to the charters' academic, fiscal, and operational success, and monitors ongoing progress towards meeting these goals based on these monthly reports.

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the charter. The board demonstrates a clear understanding of its role in holding the charter leadership accountable for academic results and fiscal soundness. Minutes reflect the board abides by its bylaws and holds meetings in accordance with the Open Meetings Law in recent years. The board functions in a committee structure receiving regular monthly reports from the academic, governance, finance, and fundraising committees. During its initial charter term, the board has been thoughtful as to student recruitment, marketing, and development strategy.



## COMPLIANCE REPORTING



### HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a record of compliance with the terms of its charter.*

#### LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

<b>Compliance</b>	The Institute issued three corrective action plans regarding the timely submission of facility documents. The charter rectified the issue, and the charter has been in compliance as of the middle of the 2017-18 school year. The education corporation's auditor noted a deficiency in providing services and notifications to students with disabilities during the 2019-20 fiscal year, which the charter rectified. For more information, see the Fiscal Analysis section below.
<b>Complaint Policy</b>	The charter's formal complaint policy is impermissibly bifurcated prior to a complainant bringing a complaint to the board, and the appeal process described therein needs amendment. The Institute will work with the charter to rectify the policy.
<b>Discipline Policy</b>	The charter's corrective discipline policy impermissibly requires behavior improvement classes/discipline courses to allow certain students with a certain number of detentions to be promoted to the next grade level. In New York, a student's promotion is to solely be based on the student's content mastery. The Institute will work with the charter to update its practices prior to the start of next charter term.
<b>FOIL</b>	The charter has an appropriate Freedom of Information Law policy on its website except it fails to link to the site for the New York State Committee on Open Government as required. The Institute will follow up with the charter to update the policy prior to the next charter term.
<b>Teacher Certification</b>	<p>The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.</p> <p>Legacy employs 23 uncertified teachers more than allowed by the Act and two of those individuals do not meet the exceptions outlined in the Act. The Institute is working with the charter to finalize its plans for coming into compliance. The charter partners with the New York City Charter Center to assist each staff member in tracking the certification process. The charter also provides reimbursement for required testing and trainings related to certification.</p>

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	SAFETY	STRONG FAMILY & COMMUNITY TIES
25%	89%	93%	96%	95%

#### *Parent Survey Data*

The Institute compiled data from the charter's 2020-21 family satisfaction survey. In 2020-21, 25% of families who received the survey responded. The Institute recognizes that family survey participation across most schools was low due to the ongoing COVID-19 pandemic. The Institute also recognizes that in addition to its surveys, the charter had multiple touch points and methods of gathering feedback from families regarding the quality of hybrid programming as well as understanding families' health and safety concerns. Among the families who responded to the survey, 89% expressed satisfaction with the charter program.

#### *Parent Focus Group*

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 11 Legacy College Prep families during the renewal visit. Families expressed high levels of satisfaction with the charter program and highlighted the charter's support for student transitions into high school, as well as early supports for college planning. Parents spoke highly of the after school activities and enrichment available to students. Families also appreciated the efforts the charter makes to provide opportunities for families to participate in town halls, monthly seminars, and other forums for parent involvement.

#### *Public Comments*

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Legacy College Prep's renewal application on November 9, 2021 by videoconference. One person spoke in support of the application. The executive director provided an overview of the school program. No one spoke in opposition.

## COMMUNITY SATISFACTION

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 90% of Legacy College Prep students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

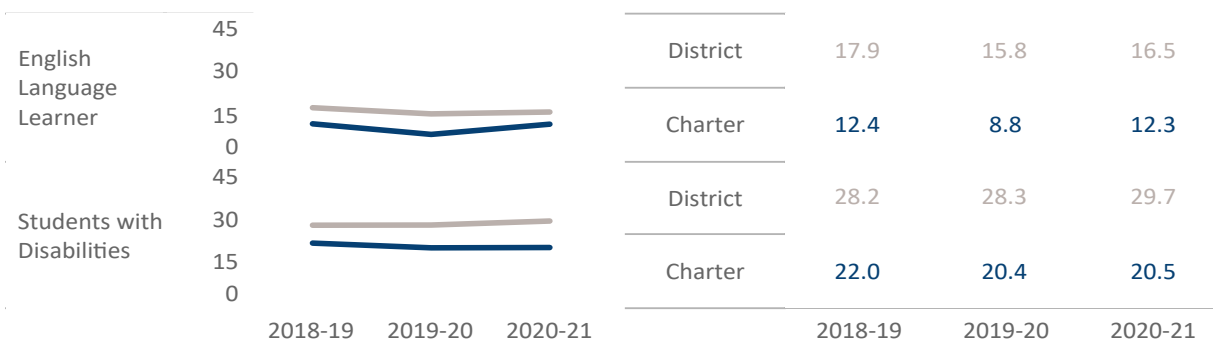
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*

## STUDENT DEMOGRAPHICS

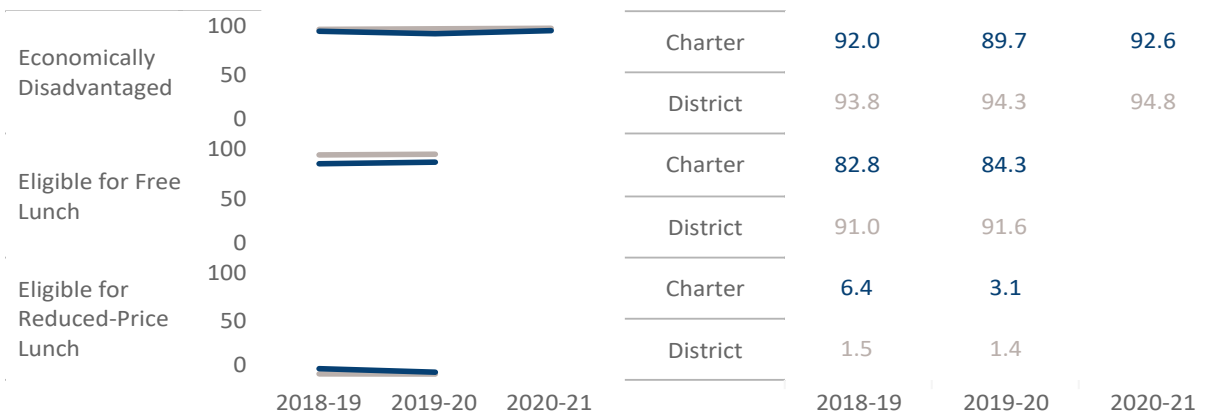
### Legacy College Preparatory Charter School

Bronx CSD 7

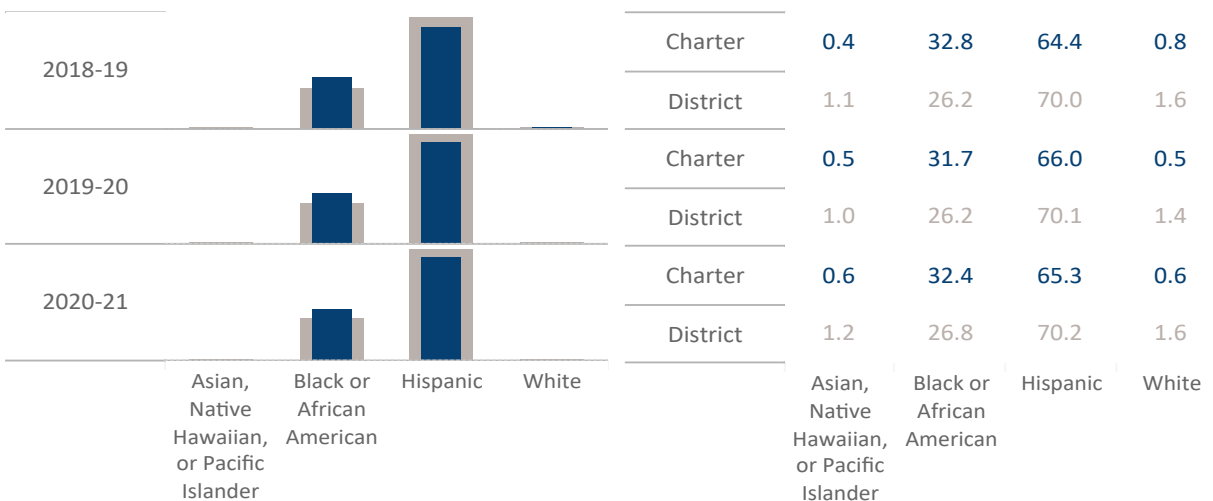
#### Student Demographics: Special Populations



#### Student Demographics: Free/Reduced Lunch



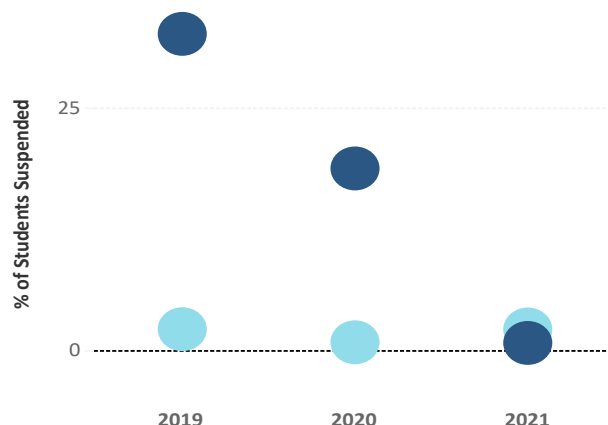
#### Student Demographics: Race/Ethnicity



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### Legacy College Preparatory Charter School



### Bronx CSD 7

#### ISS Rate

#### OSS Rate

2019	2.4	32.8
2020	1.1	18.9
2021	2.4	1.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

		2019	2020	2021
2018-19	87.1			
2019-20	91.4	2	0	0
2020-21	90.0			

### Legacy College Preparatory Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter School
enrollment	economically disadvantaged	92.6	91.5
	English language learners	18.2	14.0
	students with disabilities	23.5	21.3
retention	economically disadvantaged	89.8	93.1
	English language learners	89.8	94.4
	students with disabilities	89.5	85.0

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Legacy College Prep makes good faith efforts to meet its enrollment and retention targets. Leaders are aware of the targets and adjust recruiting methods as necessary. The charter will conduct the following recruitment strategies in a future charter term, if renewed:

- Canvassing neighborhoods with high proportions of students who qualify for FRPL;
- Distributing information about the charter in local housing shelters and businesses;
- Providing busing for all students in 6<sup>th</sup> grade who live at least one mile away from the program site;
- Advertising the charter's success and the strong components of its programs for students with disabilities and ELLs in local bus stops, community centers, and other outlets;
- Translating all recruitment materials into the predominant languages other than English for the local community;
- Hosting informational sessions within the community staffed by bilingual staff to disseminate information about the charter's at-risk programs; and,
- Providing a variety of opportunities for families to give feedback to the charter and impact changes in the program.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Legacy College Prep is fiscally sound based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup>*

During the current charter term, Legacy College Prep utilized an external service provider for financial management and other back office services. However, with the growth of the charter in the next term, Legacy College Prep plans to transition its financial management to an internal team led by a chief financial officer. The charter plans to use additional federal funding for a number of programs, facility updates, and staffing additions. These include modifications to HVAC and ventilation systems, classroom updates, additional instructional support, after school and summer school programs, and providing busing to all 6<sup>th</sup> grade students. Legacy College Prep plans to continue to provide busing to all 6<sup>th</sup> grade students beyond the term that the additional federal funding applies. Together, these plans will align the growth in enrollment and operations of the charter.



### DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

***Legacy College Prep operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The charter has clear budgetary objectives and budget preparation procedures.	+
Board members, leadership, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.



## FISCAL ANALYSIS

### DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The charter maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The charter has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual on a regular basis.	<b>JUNE 2021</b>
Legacy College Prep's most recent audit report for 2020-21 cleared previously identified findings regarding special education services. The findings cited the charter and district were not providing all services as required under students' individualized education programs, and the charter was not documenting notification to families/guardians in writing as required by the Individuals with Disabilities Education Act; the charter did notify families/guardians verbally. The charter rectified the issue by both working with the NYCDOE regarding the services and sending proper notifications and acknowledgments of the issues to families/guardians.	

### DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*Legacy College Prep complies with financial reporting requirements by providing the SUNY Trustees and the NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports are generally filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+

## FISCAL ANALYSIS

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.

+

Grant expenditure reports.

+

### DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*Legacy College Prep maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The charter maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The charter maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The charter prepares and monitors cash flow projections.	+
If the charter includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the charter pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The charter accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The charter is in compliance with all loan covenants.	N/A

Legacy College Prep reported an operating surplus in each year of its initial charter term accumulating \$3.8 million in net assets as of June 30, 2021. The charter is a fiscally strong entity with 2.2 months of cash on hand to pay liabilities due shortly. Legacy College Prep funded and maintains the required \$75,000 in a separate escrow account in case of dissolution.

# FISCAL ANALYSIS

## LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

### CHARTER INFORMATION

#### BALANCE SHEET

Opened 2017-18

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

##### Net Assets - End of Year - GRAPH 2

2016 17	2017 18	2018 19	2019 20	2020 21
-	454,636	146,810	1,048,712	2,035,470
-	211,041	545,003	145,524	522,887
-	-	-	74,286	-
-	68,545	126,229	118,960	475,766
-	-	-	-	-
-	734,222	818,042	1,387,482	3,034,123
-	134,169	439,100	496,228	591,803
-	87,500	456,875	1,089,774	1,089,797
-	955,891	1,714,017	2,973,484	4,715,723

-	105,531	148,067	136,537	259,630
-	70,013	235,394	267,758	278,786
-	-	21,812	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	175,544	405,273	404,295	538,416
-	-	-	-	350,000
-	-	-	729,057	-
-	175,544	405,273	1,133,352	888,416

-	780,347	1,258,729	1,840,132	3,827,307
-	-	50,015	-	-
-	780,347	1,308,744	1,840,132	3,827,307
-	955,891	1,714,017	2,973,484	4,715,723

-	1,891,052	3,786,569	6,138,211	8,086,444
-	195,591	471,799	633,966	922,813

-	302,862	134,172	127,650	32,348
-	140,256	214,612	294,984	424,396
-	380,078	450,724	14,608	240,582
-	-	-	-	-
-	250,000	931,224	1,569,224	2,370,081
-	93,840	161,903	149,049	84,561
-	3,253,679	6,151,003	8,927,692	12,161,225

-	1,878,258	4,013,567	6,214,972	8,009,573
-	403,611	829,077	1,459,701	1,996,156
-	-	-	-	-
-	2,281,869	4,842,644	7,674,673	10,005,729
-	673,622	909,573	808,377	1,025,191
-	-	-	-	-
-	2,955,491	5,752,217	8,483,050	11,030,920
-	298,188	398,786	444,642	1,130,305

-	424,699	23,793	44,089	-
-	36,945	63,662	-	91,002
-	20,515	42,156	42,657	36,811
-	-	-	-	729,057
-	482,159	129,611	86,746	856,870

-	3,735,838	6,280,614	9,014,438	13,018,095
-	-	-	-	-
-	3,735,838	6,280,614	9,014,438	13,018,095

-	780,347	528,397	531,388	1,987,175
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-	-	780,347	1,308,744	1,840,132
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-	-	-	-	-
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-	780,347	1,308,744	1,840,132	3,827,307
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# FISCAL ANALYSIS

## LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2016 17	2017 18	2018 19	2019 20	2020 21
-	708,365	934,436	1,145,112	1,392,505
-	657,070	1,626,606	2,746,906	3,789,114
-	-	-	-	-
-	-	-	-	-
-	1,365,435	2,561,042	3,892,018	5,181,619
-	252,701	465,223	778,627	996,672
-	1,913	7,995	24,226	31,110
-	-	-	-	-
-	256,796	936,200	1,620,293	2,720,081
-	7,854	63,657	162,801	124,696
-	325,706	464,487	435,218	379,393
-	77,431	79,944	87,728	71,262
-	267,443	427,426	555,480	407,421
-	44,040	114,146	182,298	241,021
-	356,172	632,097	744,361	877,645
-	2,955,491	5,752,217	8,483,050	11,030,920

Total Expenses

### CHARTER ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
-	120	240	360	480
-	120	240	360	480
-	130	248	380	499
-	6	6-7	6-8	6-8
-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

#### Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

2016 17	2017 18	2018 19	2019 20	2020 21
-	-	14,527	15,307	16,150
0.0%	0.0%	100.0%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

2016 17	2017 18	2018 19	2019 20	2020 21
-	25,028	24,802	23,494	24,371
-	3,709	523	228	1,717
-	28,737	25,325	23,722	26,088

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

2016 17	2017 18	2018 19	2019 20	2020 21
-	17,553	19,527	20,197	20,052
-	5,182	3,668	2,127	2,054
-	22,735	23,194	22,324	22,106
0.0%	77.2%	84.2%	90.5%	90.7%
0.0%	22.8%	15.8%	9.5%	9.3%
0.0%	26.4%	9.2%	6.3%	18.0%
#DIV/0!	7.9%	15.2%	18.1%	22.4%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	13.0	9.2	9.7	10.0

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	1.4	3.4	3.0	3.1

#### Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2016 17	2017 18	2018 19	2019 20	2020 21
0.0	2.7	2.4	2.7	3.0
N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2016 17	2017 18	2018 19	2019 20	2020 21
0	558,678	412,769	983,187	2,495,707
0.0%	15.0%	6.6%	10.9%	19.2%
0.0	4.2	2.0	3.4	5.6
N/A	LOW	MEDIUM	LOW	LOW
N/A	Excellent	Good	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

2016 17	2017 18	2018 19	2019 20	2020 21
0.0	3.8	1.7	3.1	4.8
N/A	LOW	MEDIUM	LOW	LOW
N/A	Excellent	Good	Excellent	Excellent

#### Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.2	0.2	0.4	0.2
N/A	LOW	LOW	LOW	LOW
N/A	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2016 17	2017 18	2018 19	2019 20	2020 21
0.0	1.8	0.3	1.5	2.2
N/A	MEDIUM	HIGH	MEDIUM	MEDIUM
N/A	Good	Poor	Good	Good

## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

*Legacy College Prep's plans for the future are reasonable, feasible, and achievable. As the charter continues to grow its high school program, the board and instructional leaders have clear plans to continue demonstrating high academic achievement.*

#### LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

**Plans for the Charter's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Legacy College Prep will continue to implement the same core elements of its academic program that allowed the charter to meet its key Accountability Plan goals over the current charter term. If renewed, the high school program will grow to 12<sup>th</sup> grade. Leaders plan to continue expanding the scope of the college preparatory program to increase mentoring programs, internship programs, and college preparatory seminar classes for high school students.

**Plans for Board Oversight & Governance.** If renewed, the board plans to maintain its current size and continue developing its capacity to provide effective oversight of the charter program. Trustees are reflective on what skills are needed to improve its governance and plan to develop their understanding of academics. The board plans to establish a formal self evaluation protocol to use in the future charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Legacy College Prep presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

Legacy College Prep currently operates its middle and high school programs in two separate privately leased facilities. The charter plans to remain in its middle school facility during the next charter term. However, the charter will acquire more space within the building to meet the needs of the growing charter. The lease for the high school facility terminates in July of 2022. During the next charter term, Legacy College Prep plans to move its high school program into a new facility, which will be the program's permanent location. This new facility is currently undergoing construction and will be completed before the summer of 2022. The rent costs of both facilities is covered by rental assistance.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	600	811
<b>Grade Span</b>	6-10	6-12
<b>Teaching Staff</b>	51	62
<b>Days of Instruction</b>	182	182



Legacy College Prep

# Ax

## APPENDICES

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CHARTER  
OVERVIEW

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REPORT  
INFORMATION

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## LEGACY COLLEGE PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
David Camputo	John Sanchez
VICE CHAIR	Hillary Swiggett
Nikki Ho-Shing	Patricia Virella
TREASURER	Michael Rakiter
Jared Parker	Someera Khokhar
SECRETARY	Ryan Brand
David Borsack	Douglas Tyrone Washington

## SCHOOL LEADERS

### EXECUTIVE DIRECTOR

*Summer Schneider (March 2021 to Present)*

### PRINCIPALS

*Christian Toledo, Middle School Principal (March 2021 to Present)*

*Summer Schneider, Middle School Principal and Founder (2017-18 to March 2021)*

*Diana Sainvil-Robinson, High School Principal (July 2020 to Present)*

## CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	120	130	108%	6
2018-19	240	248	103%	6 - 7
2019-20	360	380	106%	6 - 8
2020-21	480	501	104%	6 - 9
2021-22	600	628	105%	6 - 10



## APPENDIX A: CHARTER SCHOOL OVERVIEW



### TIMELINE OF CHARTER RENEWAL



### SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year Visit	May 16, 2018
2020-21	Evaluation Visit	April 28, 2021
2021-22	Initial Renewal Review	October 6, 2021

### CONDUCT OF THE RENEWAL REVIEW

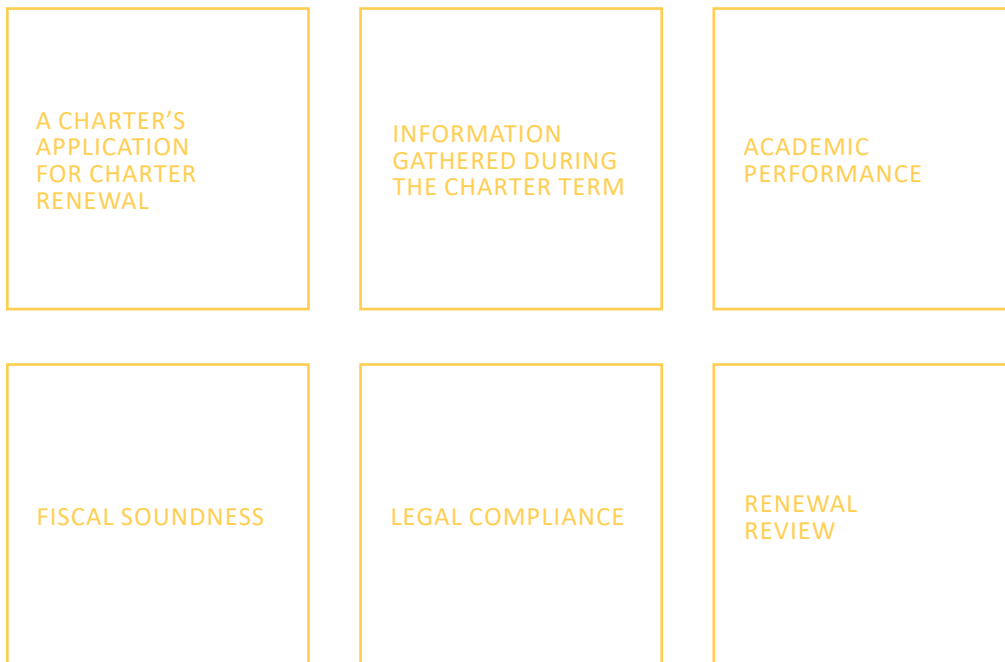
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 6, 2021	Sinnjinn Bucknell	Director of Performance and Systems
	Jeff Wasbes	Executive Deputy Director for Accountability

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

#### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").<sup>1</sup>

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute's website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S  
AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE  
CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute's website](#).

2. Version 5.0, May 2012, are available on the [Institute's website](#).



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York