Valence College Preparatory Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Mitchell Flax, Head of School, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. Chair, Treasurer, Secretary)	Committees (e.g. Finance, Executive)
Angie Guerrero	Chair	Governance
Arjun Kapoor	Treasurer	Finance
Tony Shan	Secretary	Governance
Elisabeth Shovers	Vice Chair	Committees
Jose Santiago	Trustee	Committees
Ahmed Khan***	Trustee	Finance
Shruti Chopra	Trustee	Governance
Dena Soffer	Trustee	Committees
Sandra Matthews	Trustee	Committees

*** At the time of this report, Mr. Khan's addition to the Board has been approved by the Board but not yet by the Institute.

Mitchell Flax has served as Head of School since 2019.

SCHOOL OVERVIEW

Valence College Prep equips scholars in grades five through eight (but just grades 5-6 in 2020-21) with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity. The school is founded on the belief that every child can excel academically, deserves to be held to high expectations, and should be supported to reach them.

Valence opened in Fall 2019 and educated 117 scholars in grade five in the 2019-2020 school year, then 218 scholars in grades five and six in the 2020-2021 school year.

Valence is built on seven core beliefs:

1. An intentionally structured school environment drives academic achievement
2. Excellent teaching yields strong academic performance
3. Success requires skills to solve challenging problems
4. Character underpins success in college and life
5. Literacy unlocks achievement as a learner
6. Applying a growth mindset ensures a drive toward mastery
7. Family partnerships support student success

After two versions of pandemic learning during the Spring of 2020, the school created a hybrid learning program in the Fall of 2020 and eventually a remote and pod learning program in the Winter/Spring of 2021 as it adapted to the needs of scholars and learning evidenced. The school's Fall hybrid learning placed two teachers in every class with two rotating in-person cohorts coming in and out of the building. This model was manageable for teachers but was very challenging for remote-only scholars, and when all instruction returned to remote mode in November 2020, it became apparent that this model was unsustainable. The school refocused itself on the quality of remote instruction, training all teachers in the use of Pear Deck for engagement of small groups, shortened periods and it made cohorts smaller in order to reduce class sizes and increase the ratio of student-teacher feedback over remote learning. The school also hired additional staff and opened learning pods in the building, which allowed students with needs for a safe learning space, food, and fast internet access to have such a space in the school, which substantially increased attendance for scholars with needs for these resources.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19														
2019-20						117								
2020-21						78	140							

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English language arts.

BACKGROUND

The Valence approach to ELA is multi-pronged to support scholars in their literacy with a range of methods.

1) Extended block ELA class combining reading and writing, rooted in novel study and using nonfiction text to contextualize novel settings and create thematic units
2) Reading Circle block dedicated to small group intervention for lower readers, including phonics instruction for beginning readers, and book clubs for higher readers
3) Independent Reading block for scholars to choose their own texts, with a word total goal for each scholar for the year
4) Text-based instruction in Science and Social Studies
5) Writing instruction and oral performance in Performing Arts
6) Supplemental intervention for struggling readers during arrival and PM homework blocks
7) Targeted standards-based intervention with grouping based on performance on grade level standard assessments

The shift to remote learning compromised several of these tools, but the school made its best effort to maintain as many as could be implemented in a hybrid learning model and later our remote learning model with learning pods. Students maintained ELA class daily, but classes' length could not be extended because of the limited tolerance of all parties for screen time for class time. Students were provided small group interventions on their instructional reading level, as well as independent reading books targeted to their level. The school maintained its Performing Arts program and had performances organized and performed via video, leveraging isolation for its assets. The primary losses to pandemic learning were in the volume of instruction that could be provided and in the frequency and quality of feedback that were able to be provided, areas in which the school worked to develop in the remote setting throughout the year.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

RESULTS AND EVALUATION

Valence students achieved a median of 44th percentile growth in Reading in NWEA MAP during 2020-21, seeing similar results for students who began the year underperforming the proficiency

bar. 42% of Valence students met or exceeded their MAP Growth goals in Reading, leaving 58% who did not. On average, Valence students grew 5.8 RIT points over the year in Reading.

The school's Reading MAP Growth results tell a story of a pandemic that exacerbated existing inequalities. The school faced greater challenges than ever before to provide intensive supports to students with special needs and those at greater academic risk, and while the school's pod and intervention programs allowed some extremely strong gains for individual students, it was also easier than ever for some students to opt out of provided interventions. Students with IEPs grew at a median of the 24th percentile rate.

The school is unsatisfied with the absolute mastery rate demonstrated at the close of the 2020-21 school year, as it is insufficient to place our students on a path to college success. The school's primary tools for increasing reading skills, in-person small group instruction at a student's instructional level, targeted close reading instruction with grade level texts, and sustained independent reading of texts of students' choice, will all return to full service in the upcoming school year, and the school expects that these tools will drive progress in each measure for Reading growth among Valence students.

Reading

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	209	44	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	140	45	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[1]	44	34	24	No

[1] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[2]	2+ students	75%	102	23%	No

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	18%	74		0
6	25%	130	32%	102
7				
8				
All	23%	204	32%	102

ADDITIONAL CONTEXT AND EVIDENCE

MAP Growth assessments were conducted in the school's remote & pod context, with some students in the building and others working from home. Some students took the assessments truly in one sitting, and others came and went, their assessments auto-pausing up to 10 times throughout a single test. The school made every attempt to set and maintain expectations for test integrity, but there's only so much that a teacher or dean can do to manage the behavior of a child sitting miles away in the comfort of their bedroom. The school has made some minor attempts to eliminate data that appears to be clearly the result of either pure guessing or intervention from an older and higher-leveled family member, but nonetheless, the growth data we analyze above must be interpreted to have a greater margin of error than it might have with tests given within a controlled testing environment.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Following the first half of the 2019-2020 school year, Valence's internal assessments and nationally normed assessments provided promising but only preliminary evidence that the school would meet its growth goals and comparative measure goals using the tools laid out in the charter. Now, after an additional year of remote learning without the full toolset to meet the needs of readers, the

[2] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

school is nonetheless hopeful to make up lost time to meet growth goals in the long term, but the school must return to full in-person learning to be able to do so.

ACTION PLAN

Valence will continue to develop and iterate on its model to target the literacy skills required to meet the school's accountability goals. The efficacy of these structures driven by professional development is the greatest area for growth in the school's current trajectory. The school plans to target the following structures and maximize their efficacy in the 2021-22 school year:

- Reading Circle small group guided reading, using STEP assessment for skills need identification
- Close reading in ELA and across all content classes
- Novel study and integrated nonfiction text study in thematic units

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

BACKGROUND

The Valence approach to mathematics is built around a core math course with supplemental supports for all scholars and specific groups of scholars that need interventions. Following are the elements of the Valence math program:

1) Extended block math class that integrates procedural and conceptual mathematics instruction and includes both cognitively guided and explicit instruction in problem solving
2) Targeted standards-based intervention with grouping based on performance on grade level standard assessments
3) Supplemental intervention for small groups on the cusp of mastering grade level standards
4) Saturday Academy with foundational numeracy and problem solving for students with core numeracy gaps
5) Fast math practice during arrival for all students

Remote learning in 21-22 compromised several of these tools, but the school made its best effort to maintain as many as could be implemented in a remote learning model. Time and standards covered needed to be pared in order to maximize the utility of every minute of math instruction, but the school utilized a range of tools and creative methods for continuing to see samples of math work and continuing to model strong math work for students.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

Valence students achieved a median of 49th percentile growth in Reading in NWEA MAP during 2020-21, seeing similar results for students who began the year underperforming the proficiency bar. 49% of Valence students met or exceeded their MAP Growth goals in Mathematics, leaving 51% who did not. On average, Valence students grew 7.5 RIT points over the year in Mathematics, with an average of 8.3 RIT in 6th grade. This is one percentile point shy of meeting the growth measure in the school's accountability plan.

Similarly to the school's Reading scores, the Mathematics results tell a story of a pandemic that exacerbated existing inequalities. The school faced greater challenges than ever before to provide intensive supports to students with special needs. Students with IEPs grew at a median of the 29th percentile rate, substantially lower than the 49th percentile growth of the average student.

The gains earned by Valence students in math this year were hard earned, especially in a year that the school was fully remote while schools around the country, against whom MAP compares our students, were largely not. The Valence math team implemented quick data cycles and intellectual preparation processes in the second half of 2020-21, processes that will continue into future years to continue serving instruction for the school's students.

Mathematics

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	214	49	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	145	49	No

Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[3]	49	34	29	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[4]	2+ students	75%	103	24%	No

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested
3				
4				
5	7%	76		0
6	11%	133	14%	103
7				
8				
All	9%	209	14%	103

ADDITIONAL CONTEXT AND EVIDENCE

MAP Growth assessments were conducted in the school's remote & pod context, with some students in the building and others working from home. Some students took the assessments truly in one sitting, and others came and went, their assessments auto-pausing up to 10 times throughout a single test. The school made every attempt to set and maintain expectations for test integrity, but there's only so much that a teacher or dean can do to manage the behavior of a child sitting miles away in the comfort of their bedroom. The school has made some minor attempts to eliminate data that appears to be clearly the result of either pure guessing or intervention from an

[3] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[4] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

older and higher-leveled family member, but nonetheless, the growth data we analyze above must be interpreted to have a greater margin of error than it might have with tests given within a controlled testing environment.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Following the first half of the 2019-2020 school year, Valence's internal assessments and nationally normed assessments provided promising but only preliminary evidence that the school would meet its growth goals and comparative measure goals using the tools laid out in the charter. Now, after an additional year of remote learning without the full toolset to meet the needs of its young mathematicians, the school is nonetheless hopeful to make up lost time to meet growth goals in the long term, but the school must return to full in-person learning to be able to do so.

ACTION PLAN

The school will continue to target skills in data cycles and using intellectual preparation meetings and collaboration. The school also plans to target the needs of students at academic risk by training all teachers in cognitively guided instruction for intervention blocks in order to target gaps in numeracy and foundational mathematical thinking.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

Valence science is built around the Next Generation Science Standards (NGSS), training scholars in both the knowledge foundational to science and the practice of science. The curriculum for fifth grade builds knowledge in multiple scientific disciplines to establish foundations in areas of physical science, chemistry, and earth science, as well as to develop scholars' engagement in experimentation. The fifth grade science program includes a fall science fair and a spring engineering and design project, both of which develop habits in the practice of science atop knowledge of science. In tandem with the school's computer science program, which launches in the sixth grade, and its robotics program, which launches in the seventh grade, Valence students are prepared to solve complex problems.

During 2020-21, students in science continued to receive NGSS-based instruction in the scope and sequence of the science course, though only a half-year in each of fifth and sixth grade. The school pivoted mostly away from attempts at experiment-based science instruction for the remote year.

METHOD

The school administered internally developed assessments in 2020-21 aligned to the Disciplinary Core Ideas taught in each unit. Students were also assessed using rubrics aligned to NGSS Science and Engineering Practices. Because the next standardized assessment in science is not administered until the eighth grade, no alignment to this assessment is practical with two to three years until the assessment, but parts of its knowledge tested are included in the knowledge of the fifth grade curriculum.

RESULTS AND EVALUATION

The school has no externally validated evidence to support whether students are on track for proficiency on the eighth grade science exam.

ADDITIONAL CONTEXT AND EVIDENCE

Valence has no basis for year-to-year trends at this time. The school plans to adopt an NGSS-aligned curriculum and assessment suite for 2021-22.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The school has planned toward meeting the science proficiency goal but has no measure yet to determine its success.

ACTION PLAN

Valence will adopt science curricula aligned to NGSS standards and designed for students to become more knowledgeable in science and better practitioners of science and engineering.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own

performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Valence College Prep is in good standing.

ADDITIONAL EVIDENCE

Valence College Prep is in its second year and thus has been in Good Standing for the duration of the current accountability period.

Accountability Status by Year

Year	Status
2018-19	n/a
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the "Results and Evaluation" sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available here.

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[5]	[X][6]	[#]	[X]	[Yes/No]

[5] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[6] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[7]	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[8]	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

[7] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[8] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[9]	[%][10]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				

[9] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

[10] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

7				
8				
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		