

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 denser in the upper left and fades out towards the bottom right, creating a sense of depth and movement.

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
PAVE ACADEMY CHARTER SCHOOL*

Report Date: September 7, 2022

Review Date: May 10, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

PAVE ACADEMY CHARTER SCHOOL

732 Henry Street, Brooklyn, New York | Grades: K - 8 | NYC Community School District 15

The New York State Board of Regents (the “Board of Regents”) approved the original charter for PAVE Academy Charter School (“PAVE”) on behalf of the New York City Schools Chancellor (“NYC Chancellor”) on January 15, 2008. The charter opened in the fall of 2008 initially serving 89 students in Kindergarten and 1st grade. PAVE applied to transfer authorizers and the State University of New York Board of Trustees (the “SUNY Trustees”) approved the transfer application on October 11, 2017. PAVE originally partnered with PAVE Schools, Inc., a former New York not-for-profit charter management organization. In 2019, the charter and PAVE Schools, Inc., worked through a thorough needs assessment and detailed plan to internalize the services provided by PAVE Schools, Inc., which terminated the relationship at the end of the 2019-20 school year.

“MISSION

PAVE is a Kindergarten – 8th grade college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

CURRENT CHARTER

Serves: Kindergarten – 8th

*Chartered Enrollment:
490*

*Charter Expiration:
June 30, 2023*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

*Chartered Enrollment:
505*

*Charter Expiration:
June 30, 2028*

KEY DESIGN ELEMENTS

Curriculum and content;



Data driven instruction;



High expectations; and,



Whole child.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

PAVE has strong systems to track the admission of graduates into high school programs. Ninety percent of PAVE graduates have entered competitive high schools. Seventy-five percent of the 2021 class entered high schools with 85% or higher graduation rates. Fourteen percent of PAVE graduates attended high schools with graduation rates between 75% and 85%.

SUMMARY OF COVID-19 RESPONSE

PAVE provided remote instruction from March 2020 to June 2020. During the 2020-21 school year, PAVE strove to balance health and safety with equitable access to education by providing a concurrent remote and hybrid program for students based on family preference. In response to shifting safety and educational needs, PAVE began providing in-person education for all Kindergarten – 2nd grade students. Eventually, PAVE shifted from remote instruction to in-person instruction by gradually increasing the number of in-person learning days offered each week. As the mode of instruction shifted, PAVE also adapted the technological and curricular resources available to students and staff members in order to provide an engaging and responsive educational program. During the school closure period, PAVE also launched the implementation of a responsive classroom approach for social emotional learning that supports a positive school culture.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of PAVE Academy Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 505 students. The Institute makes this recommendation based on PAVE Academy 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”).¹*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

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.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, PAVE is an academic success having met or come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

PAVE is an academic success. During the most recent years with credible state testing data, the charter performed higher than expected compared to demographically similar schools across the state in both English language arts (“ELA”) and mathematics. PAVE also posted comparable proficiency rates to its local district over the term.

Is the charter an effective, viable organization?

PAVE is a viable organization. The organization has systems to monitor the effectiveness of the educational program to ensure that all students have adequate support. The organization also transitioned its founding leader and brought on a new executive director for the 2021-22 school year. PAVE’s board ensures effective oversight and governance of the charter.

Is the charter fiscally sound?

PAVE is fiscally sound based on the evidence collected through renewal review. The charter 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 charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?

PAVE has a leadership structure that supports teachers, with a principal at both the elementary and middle school levels, and an executive director to provide direct support to leaders and oversight of strategic planning. Teachers provide quality instruction to support student academic growth, and the charter is developing procedures and methods to address interrupted and unfinished learning and accelerate academic progress.

EXECUTIVE SUMMARY

PAVE's board and leaders establish a culture of high expectations and academic success for all students and teachers. In the absence of reliable state testing data, the charter has systems in place to assess students and collect data on student performance as well as systems for teachers to use data in lesson planning. PAVE uses commercially available curricula that align with state standards. Instructional leaders and teachers meet multiple times, and in multiple formats, to intellectually prepare for lessons and collaborate with other content teachers. Most classes improve student learning. Leaders recognize a need to build more consistency with teachers' pedagogical practice, ensuring more high quality and effective checks for understanding and student centered, higher order thinking activities across the charter. A priority for leadership in its next charter term, if approved, is to build systems that identify trends in teacher performance, measure the fidelity by which teachers and other school staff members implement schoolwide priorities, and develop the competencies and skills of all teachers in order to improve learning for students.

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 PAVE Academy Charter School a Full Term Subsequent renewal of five years.





DP

DATA PRESENTATION

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AP

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PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

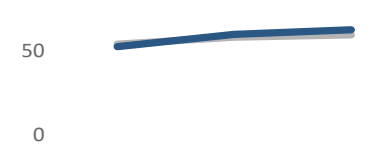
ACADEMIC PERFORMANCE

PAVE ACADEMY CHARTER SCHOOL

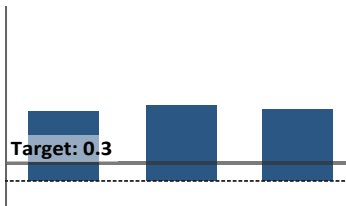
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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

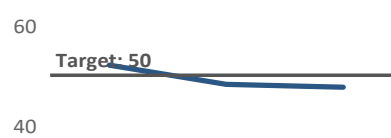
Target: 75



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.



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	Comp Grades	District %	Charter %
2017	3-8	53	52
2018	3-8	57	58
2019	3-8	58	61

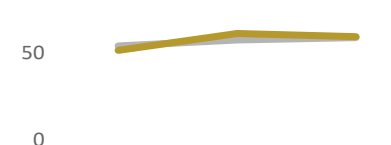
Test Year	Test Grades	Effect Size
2017	3-8	1.21
2018	3-8	1.30
2019	3-8	1.23

Test Year	Charter Mean Growth
2017	52.2
2018	48.4
2019	47.8

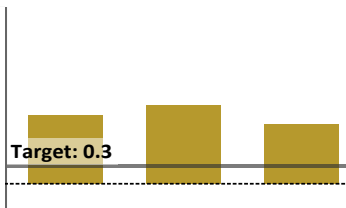
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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

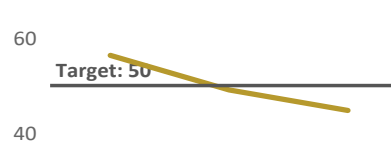
Target: 75



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.



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	Comp Grades	District %	Charter %
2017	3-8	53	51
2018	3-8	56	59
2019	3-8	57	58

Test Year	Test Grades	Effect Size
2017	3-8	1.16
2018	3-8	1.33
2019	3-8	1.00

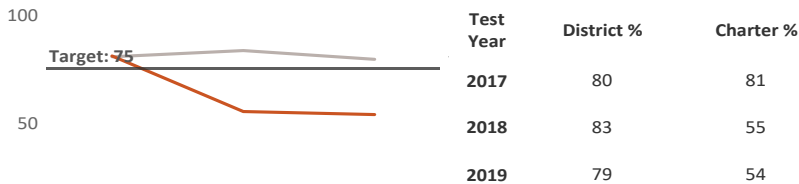
Test Year	Charter Mean Growth
2017	56.6
2018	49.3
2019	44.9

ACADEMIC PERFORMANCE

PAVE ACADEMY 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**.



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

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	50	291	44	-6
Equity 1	Gap closing	55	205	51	-4
Equity 2	Students with disabilities	46	72	38	-8
Absolute	2+ students	75%	290	29%	-46%

Measure	Subgroup	Target	Tested	Results	Difference from Target
Growth	all students	50	301	23	-27
Equity 1	Gap closing	55	195	26	-29
Equity 2	Students with disabilities	25	75	16	-9
Absolute	2+ students	75%	307	22%	-53%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	95	105	107
Tested on State Exam	63	66	65
Charter Percent Proficient on ELA Exam	17.5	27.3	29.2
District Percent Proficient	18.7	24.8	26.2
ELL Enrollment	38	50	45
Tested on NYSESLAT Exam	25	47	43
Charter Percent 'Commanding' or Making Progress	28.0	23.4	16.3

* 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?

During its five year subsequent charter term, PAVE met or came close to meeting its key academic Accountability Plan goals in ELA and mathematics. Notably, the charter posted high comparative achievement exceeding the target for its effect size measure in both subjects from 2016-17 through 2018-19. In 2020-21, the charter administered the nationally normed NWEA MAP (“MAP”) assessment to measure student growth and achievement in the absence of credible state exam results. PAVE came close to meeting its science goal during the term and met its Every Student Success Act (“ESSA”) goal.

In 2016-17, PAVE’s students in at least their second year posted proficiency rates in ELA and mathematics that fell just under the district achievement in both subjects. In contrast, the charter exceeded the targets for its effect size and growth measures. In 2017-18 and 2018-19, the first two years of the charter’s current Accountability Period, PAVE continued to perform higher than expected to a large degree compared to demographically similar schools across the state in both subjects. After having narrowly underperformed the district in 2016-17, the charter increased its proficiency rates and outperformed the district in ELA and mathematics in 2017-18 and 2018-19. While the charter’s mean growth percentiles dipped under the target of 50 the absolute achievement remained high.

The charter posted proficiency rates on the state’s science exam that fell under the target of 75% and under the district proficiency rate in 2017-18 and 2018-19. Although the charter’s overall proficiency did not meet the targets, PAVE’s 4th grade students enrolled in at least their second year posted proficiency rates above the target of 75% each year. Leaders established an action plan to review the 8th grade science curriculum in order to increase student achievement.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th 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 schools 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 school 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 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

ACADEMIC PERFORMANCE

PAVE used the MAP assessment to monitor the growth and achievement of students during this charter term in the absence of reliable state exam results. In 2020-21, the charter's students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 29% in ELA and 22% in mathematics falling under the target of 75% . The charter posted growth percentiles that demonstrated promising results for subgroups and came close to the targets in ELA. Notably in both ELA and mathematics, for students that did not meet the proficiency equivalent in the fall, PAVE posted median growth percentiles that exceeded the median growth percentile for all tested students.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

PAVE has an assessment system in place that improves instructional effectiveness and student learning. The charter regularly administers MAP and interim assessments aligned to the school's curriculum and state performance standards. MAP assessments are administered yearly, and interim assessments are administered periodically throughout the year to assess student growth.

Assessments are graded automatically, or by teachers trained to score student work based on a standardized rubric. At the time of the Institute's visit, PAVE shifted from storing student performance data in Illuminate to Performance Matters, a software program that allows teachers to view assessment results and identify gaps. After teachers administer and score ELA and mathematics assessments, leaders share results with instructional leadership and teachers, who then engage in data meetings as grade teams. In data meetings, academic deans and teachers reflect on student performance, identify unmastered standards, and identify opportunities in upcoming lessons to spiral in review or re-teach content with which students struggled. PAVE teachers adjust classroom instruction by modifying learning tasks and instructional delivery, grouping students for targeted interventions in class, or identifying students for additional push-in or pull-out instruction results in students having multiple opportunities to access content through multiple instructional modalities. In integrated co-teaching ("ICT") classrooms, co-teachers use data to inform the best methods of ICT and may shift co-teaching methods for particular lessons based on assessment results. Leaders hold teachers accountable for supporting students in performing at grade level. Leadership expects teaching staff members to study student data and include systems for daily and weekly assessment, and this allows teachers to determine mastery and drive effective instruction. PAVE can strengthen data analysis routines by establishing performance goals for each subgroup of students and delivering professional development and instructional interventions specific to each performance target.

CURRICULUM

PAVE has a curricular program that supports teachers with instructional planning. The charter utilizes both commercially available and internally developed curriculum. In Kindergarten – 4th grade, the charter uses enVision Math, FUNdations for phonics, and Fountas & Pinnell for guided reading. Elementary social studies content is developed in collaboration with the Lavinia Group, and literature content is created by PAVE staff members. In 5th – 8th grade, the charter uses a variety of mathematics curricula such as Illustrative Math that support the school's focus on inquiry-based learning through the Cognitively Guided Instruction ("CGI") approach. History Alive supplements social studies curriculum created by staff members. For science, PAVE creates curricula supplemented by Full Option Science System (FOSS).

ACADEMIC PERFORMANCE

PAVE provides teachers with sufficient curricular materials so that teachers know what to teach and when to teach it. At the beginning of every school year, the school provides teachers with a pacing and assessment calendar that sequences learning across subjects and across the academic year. The charter provides teachers with unit plans and lesson plans based on the curricular programs, and instructional leaders and academic deans develop PAVE's curricular program over the summer. Throughout the academic year, individual teachers modify lesson plans when necessary, including developing small group activities, based on assessment data. Every two weeks during the school year, elementary school teachers create co-planning dashboards so that teachers know how to differentiate co-taught classrooms.

The charter has a process for reviewing the efficacy of its curricula. Near the end of every academic year, instructional leaders review academic performance and solicit feedback from teachers on the effectiveness of the curricula used over the course of the academic year. Instructional leaders document teacher feedback and use feedback to discuss whether to continue using particular curricular materials. As a result of teacher feedback and instructional leader observations and analyses, PAVE recently transitioned from TERC Investigations to enVision Math. This summer, PAVE plans to revise the scopes and sequences for mathematics and science and will work with a consultant to further diversify its humanities curriculum's content, texts, activities, and assessments.

PEDAGOGY

Quality instruction is evident in some classrooms at PAVE. Teachers deliver lessons aligned to the charter's curriculum, and lesson plans include student learning goals. Most lessons included opportunities to challenge students with questions that develop higher order thinking skills. In all classrooms, the Institute visit team observed teacher led learning activities that demonstrated a culture of academic success. Institute staff members observed inconsistent implementation of summative and formative assessment to collect data on student performance in classrooms that could be used for immediate intervention, preparation for higher order thinking tasks, and lesson planning. PAVE also has an opportunity to vary instructional delivery methods, a stated priority of the PAVE instructional leadership team. Generally, classrooms at PAVE are warm, inviting and built on a culture of academic growth and college preparation. Institute staff members observed some instances of low student engagement, and teachers often interrupted rigorous learning tasks to redirect attention resulting in missed opportunities for students to engage in higher order thinking.

During the 2021-22 school year, PAVE reflected on classroom management systems and decided to implement responsive classroom systems to address students' social emotional needs and manage classroom behavior. In all classrooms, Institute visit team members observed consistent implementation of responsive classroom techniques, such as connecting learning to students' personal lives and deescalating negative behaviors, which result in greater student investment in learning and limited loss of instructional time. In the coming charter term, if renewed, PAVE can maximize the benefits of the responsive classroom model and increase teacher readiness to deliver rigorous, engaging lessons by prioritizing professional development that strengthens pacing, on-task student behavior, and efficient transitions.

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INSTRUCTIONAL LEADERSHIP

PAVE has strong instructional leadership. Instructional leaders provide sustained and systemic coaching and supervision in Kindergarten – 4th grade. Academic deans conduct weekly one-on-one coaching sessions with Kindergarten – 4th grade teachers in which they provide feedback to teachers on observed lessons and lesson plan modifications. At the beginning of the school year, middle school leaders provided 5th – 8th grade teachers with consistent support from instructional leaders. However, due to a vacant academic dean position, the charter could not provide as robust supports at the middle school level as it did at the elementary level. Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction for Kindergarten – 4th grade teachers. The elementary school calendar provides scheduled and sufficient opportunities for co-teachers to plan collaboratively. At the time of the Institute’s visit, the middle school level schedule did not include regular and consistent opportunities for general education teachers to meet with ICT teachers to co-plan lessons.

Professional development activities are interrelated with classroom practice. In Kindergarten – 4th grade, shortly after teacher training sessions take place, instructional leaders regularly observe classrooms or teacher video recordings to determine the extent to which teachers effectively implement guided reading and other skills taught in training sessions. At the beginning of the school year in 5th – 8th grade, instructional leaders regularly monitored the extent to which teachers implemented responsive classroom techniques resulting in near universal implementation of responsive classroom techniques as observed by the Institute team during the visit.

Instructional leaders conduct teacher evaluations with criteria that are clear to teachers. The charter’s current teacher evaluation rubric contains 31 indicators across seven functional areas, and teachers are aware of the criteria and process, which includes a mid-year checkpoint and end-of-year evaluation. Through a committee comprised of teachers, leaders, and external consultants, PAVE is engaging in a process to update its teacher evaluation rubric. The updated teacher evaluation rubric and criteria will incorporate responsive classroom expectations, contain teacher and student goals rather than just teacher-specific goals, and include specific teacher classroom practices upon which academic deans can focus their feedback and coaching.

AT RISK PROGRAM

PAVE delivers a program that meets the needs of students struggling academically, students with disabilities, and English language learners (“ELLs”). PAVE’s intervention programs incorporate opportunities to regularly plan interventions based on student performance and classroom observations. Classrooms at the elementary level are ICT classrooms. At the middle school level, 5th and 7th grade classrooms use the ICT model due to the makeup of the students in those grades with ICT as a required service. In planning for the 2022-23 school year, PAVE hopes to expand the ICT learning model to all middle school level classrooms to increase the capacity for all students to receive Tier 1 services in all subjects. PAVE’s response to intervention (“RTI”) program is designed so that Tier 1 services are provided to all students struggling academically through differentiated instruction delivered in the general education classroom. Interventions are implemented in six week cycles,

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and if students do not make progress with Tier 1 support, teachers can refer students for Tier 2 services, which consist of What I Need (“WIN”) intervention periods and additional push-in support using a schoolwide referral form. Teachers and the special education team refer students who persistently struggle to the district committee on special education (“CSE”) to be evaluated for special education services. The district provides related services such as speech and occupational therapy services.

PAVE identifies ELL students at the time of enrollment through a home language survey and a family interview. PAVE administers the New York State Identification Test for English Language Learners (“NYSITELL”) to determine ELL students’ language proficiency and determine support services for each student. In response to the growing needs of the charter’s ELL population, PAVE hired a full time ELL coordinator for the 2021-22 school year and, as a result, PAVE provided a more robust program including expanding the differentiated support services students received based on English language proficiency levels. With the expanded capacity to deliver ELL services, PAVE also revised its ELL student progress monitoring form to include all four modalities of language acquisition, which supports the planning and implementation of ELL services that meet the listening, writing, reading, and speaking needs of students learning English as a second language. While PAVE made considerable progress in improving the capacity and effectiveness of its ELL program during the charter term, leadership can continue to monitor the effectiveness of the ELL program against specific subgroup performance targets.

In addition to tracking student goals on individualized education plans (“IEPs”) and ELL progress monitoring forms, PAVE tracks student progress toward grade level proficiency through the schoolwide assessment system. Teachers are aware of students’ IEP and ELL goals. Teachers learn how to interpret IEPs and implement differentiated learning for at-risk students during summer professional development, and co-teachers and at-risk teachers meet regularly during co-planning meetings and grade team meetings to analyze student performance and plan for interventions. At-risk teachers and leaders have regular coaching and planning meetings, which allows the at-risk team to identify emergent needs of students and plan appropriate support as needed. PAVE recognizes an opportunity to strengthen its at-risk programming by developing academic goals and benchmarks for its at-risk students and strategic practices for special education teachers to use data in instructional planning and delivery. For example, during classroom observations at the time of the visit, the Institute team observed ICT classrooms in which the role of each adult was unclear, which often resulted in teachers talking at the same time or delivering conflicting directions.

ORGANIZATIONAL CAPACITY

PAVE’s organizational structure and operational procedures effectively support the delivery of the charter’s academic program. The leadership team has clear lines of accountability and teachers know who to go to for specific supports and resources. In alignment with the charter’s priorities to re-acclimate students to in-person learning and build a positive school culture, PAVE implements a clear student discipline system at the administrative level that teachers apply consistently across the program. The charter uses responsive classroom techniques as the basis for establishing culture and uses morning meetings and advisories to

ACADEMIC PERFORMANCE

introduce the key components of the program. Instructional leaders model key aspects of the responsive classroom approach during the charter’s summer institute and further coach teachers on maintaining these culture norms, routines, and procedures throughout the year. PAVE maintains sufficient enrollment and has high student retention year over year. The charter closely monitors progress toward meeting enrollment and retention targets for student subgroups and allocates resources as necessary to increase outreach to families who speak languages other than English in the Red Hook community.

BOARD OVERSIGHT & GOVERNANCE

PAVE’s board of trustees possesses a variety of skills and establishes clear structures and procedures with which to govern the organization and ensure the charter meets its Accountability Plan goals. Members have extensive experience in education and prioritize recruiting new members from the Red Hook community. After transitioning back to in-person instruction for the 2021-22 school year, the board developed clear priorities aligned to the needs of the charter specifically to re-establish strong culture in the classroom; establish a baseline understanding of unfinished learning; and, make strong academic growth. The board works in close consultation with the executive director to implement and monitor progress on these priorities. Further, the board chair and executive director collectively developed annual goals for the executive director with measurable targets. In order to stay up to date on the charter’s program and day-to-day operations, board members request and receive data and reports from the executive director including internal assessment results, community surveys, and data on student culture such as referrals and attendance. Trustees also stay abreast of PAVE’s academic program by conducting semi-annual site visits during which members participate in classroom walkthroughs.

After the charter separated from the management organization in 2020-21, the board provided close oversight to ensure that the charter did not experience critical gaps in services. As a part of the board’s oversight of the transition, board members conducted a needs assessment and constructed a transition plan that supported the charter in shifting support services from the management organization to charter-based employees. Members worked quickly to hire recruitment, human resources, and curriculum specialists. Crucially, the board oversaw the hiring of a director of operations who continues to allow the executive director and principals to focus attention on the academic program.

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 clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

PAVE ACADEMY CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and posted portions of the annual reports on the charter’s website in accordance with the charter and the Act. The charter has not yet posted the Accountability Plan Progress Report section of the annual report.

The Institute will ensure compliance prior to the start of the next charter term.

Complaints

The charter’s formal complaint policy impermissibly mandates additional steps prior to a complainant bringing a complaint directly to the board. The appeal process described therein needs amendment. The Institute will ensure compliance prior to the start of the next charter term.

FOIL

The charter has an appropriate Freedom of Information Law (“FOIL”) policy 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.

Teacher Certification

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.

At the time of the visit the charter had four teachers over the allowable limit. Seventeen of 19 uncertified teachers meet the appropriate qualifications under the Act. PAVE’s human resources department keeps a detailed teacher certification tracker for an individual’s path to certification as well as all communication with the teacher regarding the teacher’s status. The charter also partners with Relay Graduate School of Education and Teach for America.

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	TRUST	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES
6%	95%	97%	99%	88%

Parent Survey Data

The Institute compiled data from the New York City Department of Education's ("NYCDOE's") annual family satisfaction survey. Both the Institute and NYCDOE recognize that participation rates were much lower than previous years due to COVID-19. In 2020-21, 6% of families who received the survey responded. Of the families who responded, 95% demonstrate overall satisfaction with the school's program.

Parent Focus Group

The Institute asks all charters 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 16 families present at the focus group expressed high levels of satisfaction with PAVE's communication, academic program, and response to the COVID-19 pandemic. Participants agreed that the charter managed the leadership transitions well and appreciated that the board invited families to participate in the executive director search process. Families also praised the charter's regular communication about student academic progress. Notably, PAVE parents greatly appreciated the charter's supports for navigating the high school transition process.

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 PAVE's renewal application on April 5, 2022 by videoconference. Fifteen people spoke in support of the application. School leadership and families emphasized the charter's sense of community and partnership. Per the speakers, during the pandemic, the charter connected families with food, technology, and social emotional supports. Students spoke about how they feel supported as scholars and individuals. Families said they appreciate the achievement, support, and

COMMUNITY SATISFACTION

communication from the school. No one spoke in opposition to the application. In addition, 10 parents wrote directly to the Institute praising PAVE's academic program, small class size, and supports. Parents also expressed the charter's positive impact on the community at large through hurricanes and COVID-19, when PAVE was at the forefront of aid to the community and all its residents.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 92% of PAVE 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.

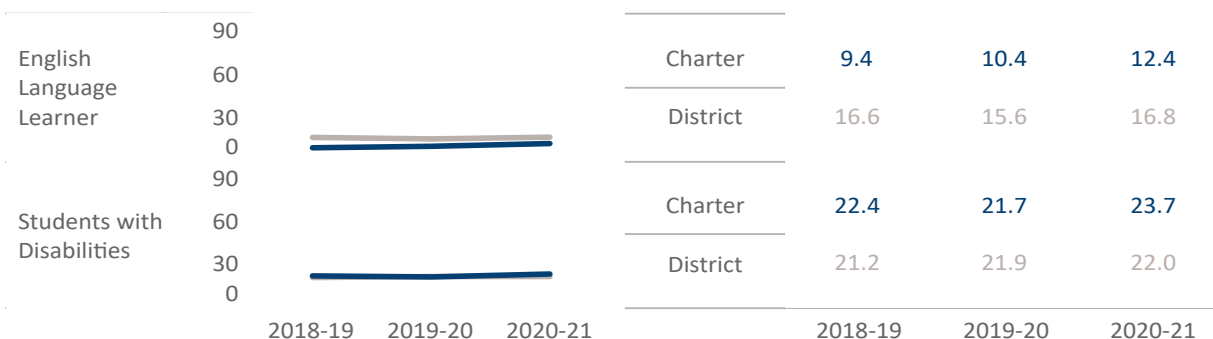
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York City Department of Education ("NYCDOE") or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

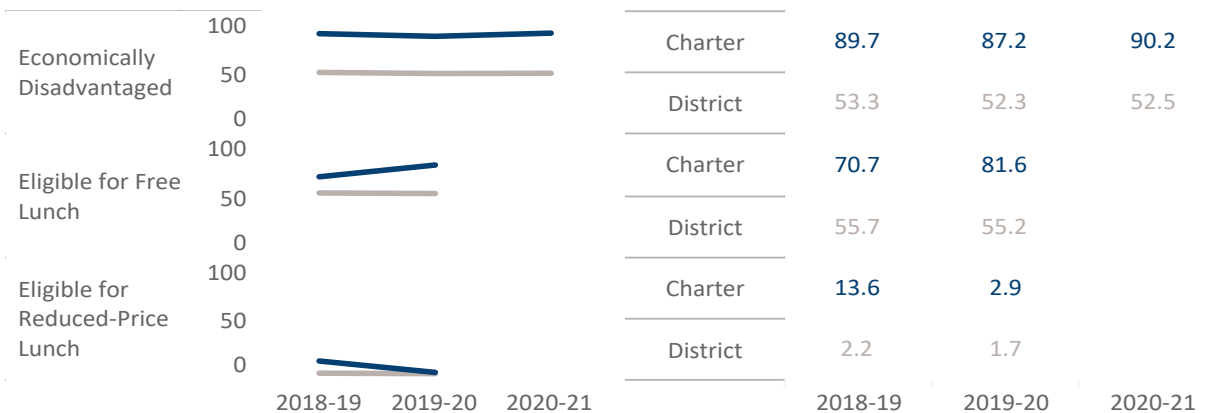
PAVE Academy Charter School

Brooklyn CSD 15

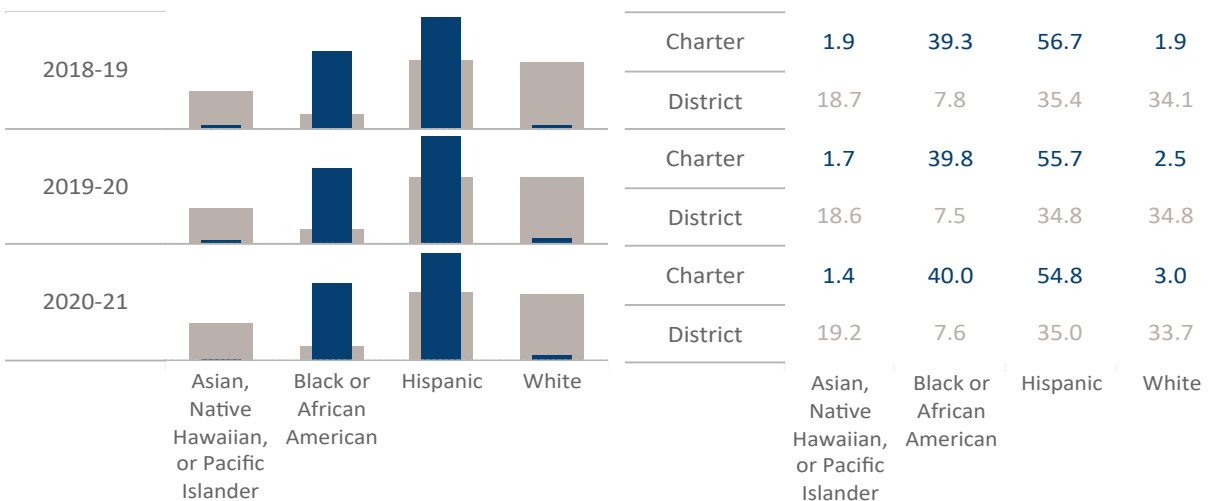
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

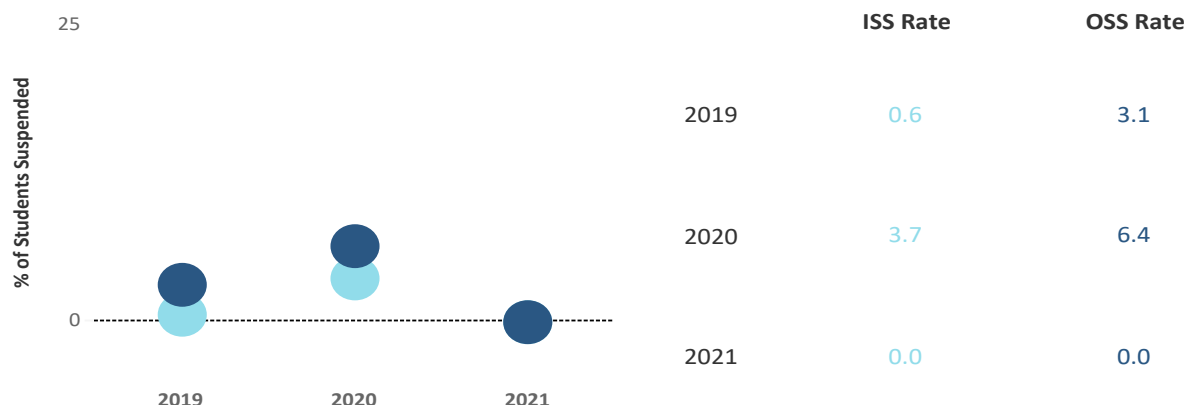


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

STUDENT DEMOGRAPHICS

PAVE Academy Charter School

Brooklyn CSD 15



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	85.5			
2019-20	90.5	0	0	0
2020-21	92.2			

PAVE Academy Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	65.1	90.2
	English language learners	20.7	11.2
	students with disabilities	18.8	23.0
retention	economically disadvantaged	92.8	92.7
	English language learners	93.6	98.1
	students with disabilities	94.2	97.0

* 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, 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.

PAVE makes good faith efforts to meet its enrollment and retention targets. Leaders are aware of the targets and recruit accordingly. The charter plans to conduct the following recruitment strategies in a future charter term, if renewed:

- Producing marketing materials that indicate PAVE welcomes all students, regardless of ability, and describes special education and ELL services;
- Publishing all marketing materials in Spanish and other languages as needed and providing translation services at information sessions;
- Conducting information sessions in the community to educate families and community members about the charter and admissions process;
- Reaching out to the community through local churches, social service and health agencies, daycare and pre-Kindergarten providers, refugee centers, public housing, and other organizations that serve the PAVE community;
- Distributing flyers and pamphlets throughout the community to advertise open enrollment of students;
- Publishing public announcements and advertisements in newspapers and post advertisements in local businesses, and;
- Posting social media posts to support brand awareness and community interaction.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

PAVE 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.³

During 2020-21, the education corporation ended the educational services agreement with PAVE Schools, Inc., and moved to internally provide the services previously provided by the charter management organization. The board's strong planning and foresight to add additional positions to the education corporation led to a smooth transition of services. The education corporation maintained consistent and strong financial oversight throughout the transition.

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

The education corporation 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 education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter 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.	+

3. 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 education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation 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's Financial Policies and Procedures manual is reviewed and updated on a regular basis.	JULY 2022

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and 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.	+
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.	+

FISCAL ANALYSIS

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

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

PAVE has reported net operating surpluses in each year of the current charter term accumulating \$6.3 million in net assets as of June 30, 2021. The charter also had 7.4 months of cash on hand to pay liabilities due shortly during the same time period. Unaudited financial statements for fiscal year 2021-22 demonstrate continued fiscal strength at the charter. The charter has funded and maintained the required \$75,000 in an escrow account in case of dissolution.

FISCAL ANALYSIS

PAVE ACADEMY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

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

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2008-09 (Transfer from NYCDOE to SUNY 2017-18)

2016 17	2017 18	2018 19	2019 20	2020 21
-	1,973,511	2,564,205	4,796,729	5,811,368
-	288,311	197,963	362,310	420,887
-	117,644	-	-	-
-	-	22,665	42,174	56,990
-	-	-	-	-
-	2,379,466	2,784,833	5,201,213	6,289,245
-	187,090	314,385	455,538	363,779
-	76,396	76,442	76,467	76,490
-	2,642,952	3,175,660	5,733,218	6,729,514

-	307,175	177,422	136,393	131,867
-	289,648	277,213	330,805	319,639
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	200,671	237,826	380,684	-
-	797,494	692,461	847,882	451,506
-	-	-	-	-
-	-	-	1,144,300	-
-	797,494	692,461	1,992,182	451,506

-	1,845,458	2,406,757	3,741,036	6,223,008
-	-	76,442	-	55,000
-	1,845,458	2,483,199	3,741,036	6,278,008
-	2,642,952	3,175,660	5,733,218	6,729,514

-	7,196,445	7,582,019	8,326,296	8,049,472
-	1,011,796	1,328,271	1,520,189	1,552,829
-	35,787	55,727	39,539	39,371
-	308,898	262,012	315,822	335,049
-	4,286	6,198	57,153	237,240
-	-	-	4,515	-
-	-	-	-	-
-	286,834	355,304	267,249	233,144
-	8,844,046	9,589,531	10,530,763	10,447,105

-	6,507,080	6,373,545	7,000,953	6,439,700
-	1,794,783	1,870,701	1,512,259	1,881,416
-	-	-	-	-
-	8,301,863	8,244,246	8,513,212	8,321,116
-	490,292	736,390	792,434	1,130,682
-	-	-	-	-
-	8,792,155	8,980,636	9,305,646	9,451,798
-	51,891	608,895	1,225,117	995,307

-	54,876	-	20,095	389,268
-	-	-	-	6,450
-	34,907	28,846	12,625	1,145,947
-	-	-	-	-
-	89,783	28,846	32,720	1,541,665

-	8,933,829	9,618,377	10,563,483	11,933,770
-	-	-	-	55,000
-	8,933,829	9,618,377	10,563,483	11,988,770

-	141,674	637,741	1,257,837	2,536,972
-	1,703,784	1,845,458	2,483,199	3,741,036
-	-	-	-	-
-	1,845,458	2,483,199	3,741,036	6,278,008

FISCAL ANALYSIS

PAVE ACADEMY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
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
Total Expenses

2016 17	2017 18	2018 19	2019 20	2020 21
-	771,232	915,243	1,674,244	2,069,962
-	3,760,439	3,860,106	3,362,568	3,498,050
-	-	-	-	-
-	-	-	-	-
-	4,531,671	4,775,349	5,036,812	5,568,012
-	1,076,647	1,035,663	1,167,179	1,374,941
-	42,610	45,607	40,870	60,335
-	820,824	891,029	882,702	-
-	-	-	-	-
-	89,061	74,663	58,780	52,205
-	493,476	248,769	306,899	634,054
-	38,542	49,920	69,679	58,118
-	324,554	384,256	349,819	143,351
-	59,198	106,170	132,888	231,095
-	1,315,572	1,369,212	1,260,021	1,329,687
-	8,792,155	8,980,636	9,305,649	9,451,798

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
-	490	490	490	490
-	490	490	490	490
-	483	481	509	499
-	K-8	K-8	K-8	K-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
TOTAL - GRAPH 3

2016 17	2017 18	2018 19	2019 20	2020 21
-	18,311	19,940	20,679	20,925
-	186	60	64	3,088
-	18,497	20,000	20,743	24,013

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3

2016 17	2017 18	2018 19	2019 20	2020 21
-	17,188	17,142	16,717	16,667
-	1,015	1,531	1,556	2,265
-	18,203	18,674	18,273	18,932

% of Program Services

% of Management and Other

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

% of Revenue Expended on Facilities

2016 17	2017 18	2018 19	2019 20	2020 21
0.0%	94.4%	91.8%	91.5%	88.0%
0.0%	5.6%	8.2%	8.5%	12.0%
0.0%	1.6%	7.1%	13.5%	26.8%
#DIV/0!	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	9.5	9.2	11.1	10.6

Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	7.3	6.5	2.6	2.4

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	2.3	2.8	3.0	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	1,581,972	2,092,372	4,353,331	5,837,739
0.0%	17.7%	21.8%	41.2%	48.9%
0.0	3.0	4.0	6.1	13.9
N/A	LOW	LOW	LOW	LOW
N/A	Excellent	Excellent	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	3.0	4.0	6.1	13.8
N/A	LOW	LOW	LOW	LOW
N/A	Excellent	Excellent	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	0.3	0.2	0.3	0.1
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	2.7	3.4	6.2	7.4
N/A	MEDIUM	LOW	LOW	LOW
N/A	Good	Excellent	Excellent	Excellent

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION'S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

PAVE's plans for the future are reasonable, feasible, and achievable. The charter continues to demonstrate academic success and plans to continue providing its educational program to Kindergarten – 8th grade.

PAVE ACADEMY 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. PAVE is presently rewriting its mission and core values to reflect what PAVE is and aspires to be, and to continue to allow the charter to meet its key Accountability Plan goals. The charter will continue to strengthen its Kindergarten – 8th grade program.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve on PAVE's board in the next charter term and may add additional members in the future including a member of the Red Hook community, the neighborhood where the charter school is located.

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

PAVE currently operates its program in privately leased space, and plans to continue operations in this facility during the next charter term because it provides ample space to accommodate the charter's program.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	490	505
Grade Span	K-8	K-8
Teaching Staff	44	47
Days of Instruction	179	179

PAVE

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APPENDICES

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PAVE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Eldridge Gilbert III	Daniel Greenblatt
VICE CHAIR	Coleman Kennedy
Melanie Dukes	Sophie Lippincott Ferrer
TREASURER	Spencer Robertson
Allie Sweeney	Kim Lumpkin

CHARTER LEADERS

EXECUTIVE DIRECTOR

Marsha Gadsden, Executive Director (July 2021-Present)
Spencer Robertson, Executive Director, Founder (August 2008-July 2021)

ELEMENTARY SCHOOL PRINCIPAL

Michelle Cook (July 2019-Present)
Hannah Prussin (July 2016-June 2019)
Kathryn Fabian (July 2014-July 2016)
Jeremy Abarno (July 2011-June 2014)
Ashley Ferguson (June 2009-June 2011)
Timothy Burke (August 2008-May 2009)

MIDDLE SCHOOL PRINCIPAL

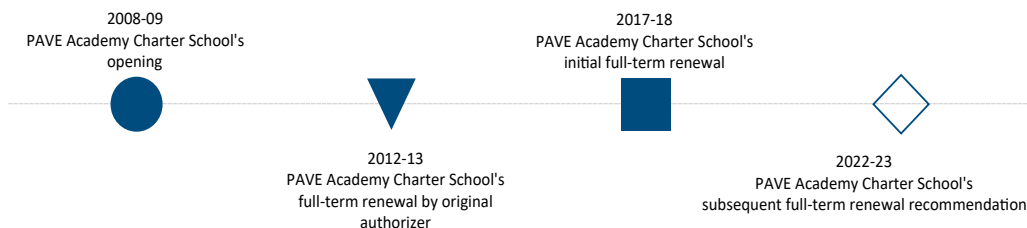
Harold Turner (July 2019-Present)
Geoffrey Fenelus (June 2017-June 2019)
Darren Horn (January 2017-June 2017)
Grace Ghazzawi (April 2016-January 2017)
Stacie Kurtz (November 2015-April 2016)
Noah Green (August 2014-August 2015)
Jill Glassbrook (August 2013-August 2014)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	490	483	99%	K-8
2018-19	490	481	98%	K-8
2019-20	490	509	104%	K-8
2020-21	490	499	102%	K-8
2021-22	490	463	94%	K-8

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Transfer	June 6, 2017
2017-18	Initial Renewal	November 6, 2017
2021-22	Subsequent Renewal	May 10, 2022

CONDUCT OF THE RENEWAL REVIEW

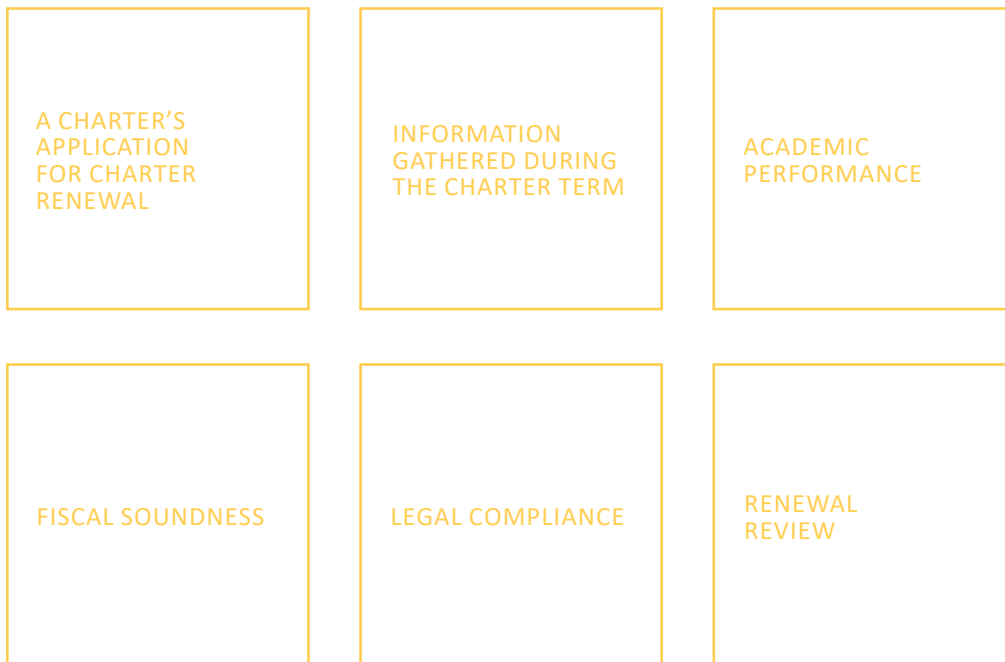
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
May 10, 2022	Erin Allen	Senior Analyst
	Sinnjinn Bucknell	Director of Performance and Systems
	Adam Aberman	External Consultant

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").¹

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”),² 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 CHARTER, ARE THE EDUCATION CORPORATION’S 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,³ 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"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ 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 PERFOR-
MANCE, I.E., HOW DID THE
CHARTER DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED 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 3rd- 8th 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.



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