THE SUNY CHARTER SCHOOLS
INSTITUTE

RENEWAL RECOMMENDATION REPORT
URBAN ASSEMBLY CHARTER SCHOOL
FOR COMPUTER SCIENCE

SUNY Charter Schools Institute
The State University of New York

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SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

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CHARTER
BACKGROUND

CHARTER SCHOOL BACKGROUND

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

1300 Boynton Avenue, Bronx, New York | **Grades: 9-11** | NYC Community School District 12
860 Forest Avenue, Bronx, New York | **Grades: 12** | NYC Community School District 7

The State University of New York Board of Trustees (the "SUNY Trustees") approved the original charter for Urban Assembly Charter School for Computer Science ("Comp Sci High") on April 13, 2016. The school opened in fall 2018, serving 108 students in 9th grade.

> **MISSION**
> *Our mission is to ensure every student graduates with college acceptance letters, high tech skills, real work experience, and a purpose and plan to turn those opportunities into a successful career.*

CURRENT CHARTER
Serves: 9th – 12th

Chartered Enrollment: 420

Charter Expiration: July 31, 2023

PROPOSED FUTURE CHARTER
Serves: 9th – 12th

Chartered Enrollment: 505

Charter Expiration July 31, 2028

KEY DESIGN ELEMENTS

College preparation; **+**

Computing; **+**

Career preparation and personal finance; **+**

Social and emotional development; **+**

Teaching identity and community; **+**

Inquiry based instruction and intellectual engagement; **+**

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KEY DESIGN ELEMENTS CONTINUED

Work based learning; **+**

Grading and assessment; **+**

Personalized intervention; and, **+**

Positive culture and restorative practices. **+**

NOTEWORTHY

Comp Sci High students design, edit, and publish WordSmiths, a literary and arts journal, multiple times annually to the charter's website and in print. Under the oversight of a faculty advisor, the student editors solicit submissions from the charter's student body and provide editorial guidance. Issues feature student-created visual art, music, poetry, and prose.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

During the 2022-23 school year, Comp Sci High recommitted to several of the charter's key design elements that were interrupted during the pandemic and concentrated its efforts on mitigating disruptions to learning. The charter implemented daily study hall periods during which teachers pull small groups of students for targeted interventions based on teacher observations and interim assessment results. Leaders set clear expectations that teachers increase the use of formative assessments such as daily teacher created quizzes aligned to previously released Regents exams. Instructional leaders reflected on the correlation between mock Regents achievement and study skills and prioritized co-academic skills such as time management. In response to this analysis, student and teacher feedback, and anecdotal observations during remote learning, the charter re-established two required, weekly grade team meetings to discuss students' progress toward academic habits and skills identified as priorities for each grade level.

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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 Urban Assembly Charter School for Computer Science for a period of five years with authority to provide instruction to students in 9th – 12th 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 Urban Assembly Charter School for Computer Science 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 an *Initial Full-Term Renewal*, a charter must either:

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

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

REQUIRED FINDINGS

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

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

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

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

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1. *SUNY Renewal Policies (p. 12) are available on the Institute's website.*

2. *The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the Institute's website.*

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

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ES
EXECUTIVE
SUMMARY

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its initial charter term, Comp Sci High 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?

Comp Sci High is an academic success. The charter implements an effective academic program and met or came close to meeting its Accountability Plan goals over its initial charter term.

The charter demonstrates success in the following ways:

- Comp Sci High graduated 81% of its inaugural high school Graduation Cohort in 2021-22, exceeding the most recently available district results by nine points.
- The charter administers the Advanced Placement ("AP") exams to all students to measure college preparation. In 2021-22, 46% of the graduating class had passed at least one exam. This pass rate exceeds the average for SUNY-authorized charters with an AP program.
- Notably, the charter demonstrates high mathematics achievement with 78% of its graduating class scoring at or above proficiency on a Regents mathematics assessment and 42% scoring at Level 4 or higher indicating performance above Common Core expectations.

Is the charter an effective, viable organization?

Comp Sci High is an effective, viable organization. The charter's organizational structure allows instructional leaders to focus on improving teaching and learning. The board provides effective oversight of the program and thoughtfully evaluates the charter's leadership.

Is the charter fiscally sound?

Comp Sci High is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation has met or come close to meeting 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?

Comp Sci High's plans for the future are reasonable, feasible, and achievable. The charter plans to continue implementing the key elements of its program that have led to success in meeting Accountability Plan goals.

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Comp Sci High implements an effective academic program that resulted in high achievement for its first graduating class in 2021-22. Comp Sci High posts high college matriculation rates and the charter has developed a holistic definition of post-secondary success. The charter's program provides students with a broad range of academic and work experiences preparing for life after Comp Sci High. The charter's work-based learning program staff members support the majority of students in completing at least one internship before they graduate. Instructional leaders establish a positive culture, which reflects the envisioned mission and key design elements. Co-teachers in classrooms work within clearly defined roles and maintain positive environments focused on academic achievement. The charter's strong culture ensures students actively participate in lessons, respectfully engaging with teachers and each other.

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 Urban Assembly Charter School for Computer Science an Full-Term Initial Renewal of five years.

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DATA PRESENTATION

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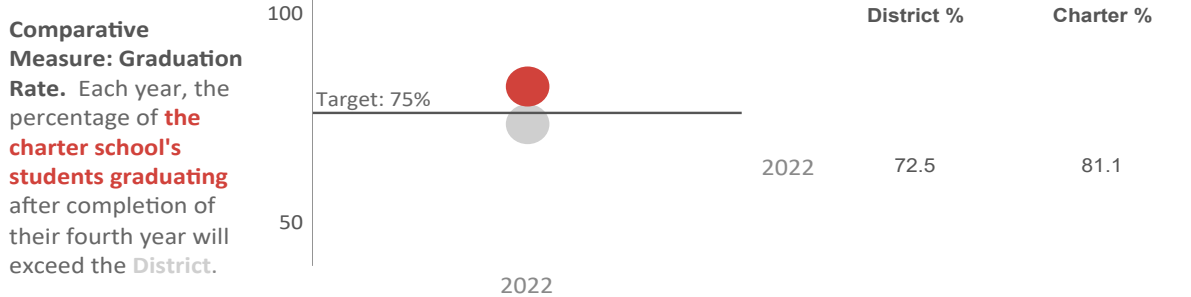
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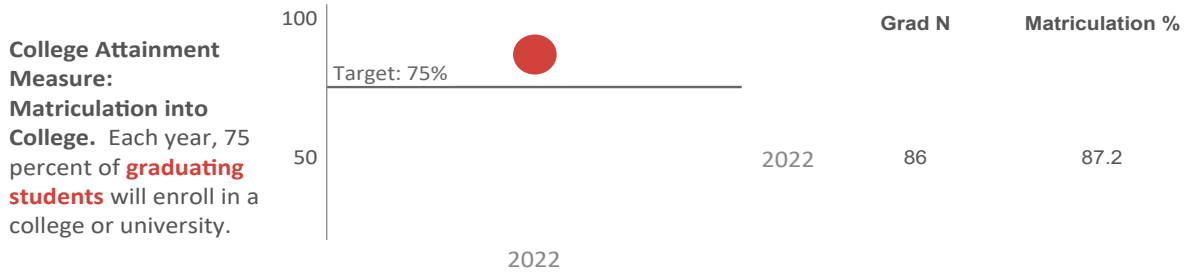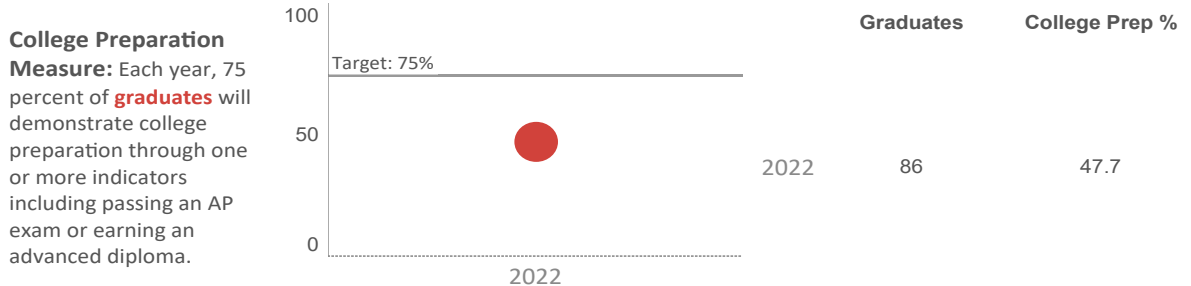
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URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the charter school's students graduating** after completion of their fourth year will exceed the District.

Target: 75%

	District %	Charter %
2022	72.5	81.1

COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

Target: 75%

	Graduates	College Prep %
2022	86	47.7

College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

Target: 75%

	Grad N	Matriculation %
2022	86	87.2

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

N/A

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

Comp Sci High met or came close to meeting its key academic Accountability Plan goals in high school graduation and college preparation over the term. Comp Sci High first enrolled students in the 12th grade during 2021-22 and therefore only produced one set of fourth year cohort results during its initial charter term. Although the charter produced a relatively limited set of results against its Accountability Plan goals, Comp Sci High's strong education program provides evidence the charter will continue to produce high achievement in a future term.

Comp Sci High met its graduation goal during its initial charter term. In 2021-22, 81% of the charter's Graduation Cohort graduated after four years exceeding the absolute target by six percentage points. In comparison to the most recently available results, Comp Sci High surpassed the district's graduation rate by nine percentage points. Although the charter has only graduated one cohort, it posts a consistent record of high rates of credit accumulation for its first and second year Graduation Cohorts demonstrating progress toward future high graduation rates.

Comp Sci High came close to meeting its college preparation goal. In 2021-22, 87% of the charter's graduates matriculated into two and four year colleges exceeding the absolute target of 75%. The charter's graduates also demonstrate college preparation through a variety of metrics including passing an AP exam or achieving the college and career readiness benchmark on the SAT. In 2021-22, 46% of students who sat for at least one AP exam scored a 3 or higher.

Although low statewide testing rates due to the ongoing impacts of the COVID-19 pandemic partially confound analysis of Regents attainment, Comp Sci High posted strong comparative Regents achievement in 2021-22. In English language arts ("ELA"), 63% of tested students in the Graduation Cohort passed the ELA Regents exceeding the district rate by 45 percentage points. In mathematics, 78% of tested students in the 2018 Cohort passed at least one mathematics exam surpassing the district by 37 points.

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BENCHMARK SUMMARY

ASSESSMENT

Comp Sci High has an assessment system that improves instructional effectiveness and allows the charter to monitor student learning trends. The charter regularly administers a variety of standards-based formative and summative assessments, and teachers use the assessment data to modify instructional plans. Teachers use end-of-unit assessments, mock state exams, and performance tasks to assess mastery of course competencies and monitor student achievement. Teachers and leaders use a robust data analysis system to review assessment results and adjust instruction to meet student needs through mastery-based grading. Within the school's learning management system, teachers and leaders assess students' understanding of course content and monitor progress toward proficiency in real-time.

Comp Sci High transitioned from the NWEA MAP assessment and uses i-Ready to establish baseline proficiency and monitor student progress in ELA and mathematics. Teachers in all content areas use internally developed assessments such as daily exit tickets and weekly quizzes to assess learning during lessons and identify struggling students. Instructional leaders, support staff members, and teachers review weekly data reports to track how students progress within classes and across content areas. Instructional leaders use the assessment results to identify professional development topics and evaluate the effectiveness of the school's academic program to prepare students for post-secondary opportunities.

CURRICULUM

Comp Sci High has a comprehensive curricular program that supports teachers with instructional planning. The curriculum aligns with state standards and emphasizes post-secondary skills and knowledge within content areas and across grades. Teachers have autonomy to select from a variety of curricular resources to meet the individualized needs of students and instructional leaders have effective systems in place to ensure accountability for standards of rigor and specific student learning outcomes.

Teachers feel supported in the instructional planning process and meet regularly with leaders and at-risk support staff members to modify unit and lesson plans to address individual student needs. The charter establishes clear structures for leaders and teachers to discuss student performance expectations, review pacing guides, and conduct ongoing reviews of its curricular materials. Comp Sci High uses a continuous improvement cycle in which the charter revises and strengthens its curriculum based on student, staff members, and leader reflection and feedback. As a result of this feedback and analysis of state exam results, the charter prioritized identifying key standards for each course and modifying scope and sequence documents to increase the pacing and rigor. To address student achievement gaps identified by formative assessment results, leaders and teachers collaborate to increase literacy interventions and implement a competency-based learning program.

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PEDAGOGY

High quality instruction is evident across most classrooms at Comp Sci High. Teachers deliver lessons with meaningful activities aligned to clear learning objectives. In order to check for understanding, teachers use a variety of strategies including cold calling, hand signals, and circulating the classroom. As a result of these strategies, most teachers effectively rephrase questions or redeliver content based on student misunderstandings. Although most lesson plans feature authentic activities and opportunities to develop higher order thinking and problem solving skills, academic rigor is inconsistent across lessons. In some lessons, teachers missed opportunities to motivate students to engage in deeper elaboration. In other lessons, teachers probe students to provide rigorous responses to high level questions and relate academic material to students' personal experience.

Most lessons feature quality peer to peer engagement. Teachers consistently deliver lessons focused on academic achievement with high levels of students engagement. The charter fosters a sense of urgency around transition times and lessons are appropriately paced. Teachers implement clear procedures and communicate high expectations. As a result, lessons proceed at a brisk pace, classrooms are joyful, and student interactions with teachers and their peers are respectful.

INSTRUCTIONAL LEADERSHIP

Comp Sci High has strong instructional leadership. The charter's executive director and principal set high expectations for adult culture and student achievement. Leaders set these expectations through a codified key objective document and through consistent messaging during professional development sessions and in coaching debriefs. A paramount cultural priority for the charter is for all staff members to provide candid feedback and operate transparently among each other. This strong adult culture at the charter results in joyful classrooms where students and teachers have positive interactions.

The charter implements a coaching cycle with weekly observations and debrief meetings that supports teachers in improving instructional effectiveness. Department chairs modify the frequency of observations based on professional judgment, observation notes, and interim assessment data. Debrief sessions result in clear, actionable feedback codified in each teacher's development plan. While coaching feedback is tailored to individual teacher needs, instructional coaches also inculcate schoolwide instructional priorities established each trimester, such as co-teaching strategies or question scaffolding. Notably, members of the leadership team, including the executive director and academic department chairs, each teach at least one class in addition to professional development responsibilities. These responsibilities are purposeful and intended to maintain leaders' connection to the day-to-day realities of instruction at the charter.

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AT RISK PROGRAM

Comp Sci High implements an at-risk program with clear identification procedures that effectively supports staff members in meeting the educational needs of at risk students and families. The charter effectively identifies students who are struggling academically, English Language Learners ("ELLs"), and students with disabilities. The charter establishes robust interventions for each subgroup, monitors each subgroup's progress toward academic achievement goals, and communicates student progress to all appropriate stakeholders.

For ELLs, the charter administers the home language survey to new families to identify languages spoken at home and New York State Identification Test for English Language Learners ("NYSITELL") when applicable. Once identified, the charter's ELL specialist delivers push-in supports in core subjects and pulls some students for stand alone language acquisition classes. The ELL specialist tracks academic progress and English language acquisition progress through the New York State English as a Second Language Achievement Test ("NYSESLAT"), the i-Ready diagnostic, which measures literacy skills, and discussions with general education teachers in grade team meetings.

The charter identifies students struggling academically during grade team lead meetings, which occur twice each week. Grade team leaders discuss broad academic trends and concerns, identify specific students for further intervention, and identify strategies to implement and monitor. If no progress has been made after two weeks, the charter raises the issue to the committee of special education ("CSE") for further diagnosis or evaluation. Once students are identified and receive an IEP the charter monitors their progress through ongoing assessments and annual reviews.

The director of interventions and academic supports oversees teachers in the provision of appropriate supports to at-risk students in core academic lessons. Teachers participate in one on one coaching sessions with the director of interventions and academic supports, special education coordinator, and ELL specialist. The director of interventions and academic supports conducts weekly lesson observations and works with department chairs to ensure feedback to teachers is aligned to at-risk priorities and needs. Teachers are expected to check in with students during instruction, intentionally leverage relationships with students that support them in learning, scaffold lessons using sentence starters and translated texts, and strategically group students to ensure success for at-risk students. In 2022-23, Comp Sci High streamlined and relaunched its teacher evaluation rubric to include specific articulations of proficiency that leaders and teachers use to reflect and gauge progress of meeting the needs of the at-risk student population.

ORGANIZATIONAL CAPACITY

Comp Sci High implements an organizational structure that effectively supports teachers and leaders in delivering the charter's educational program. The charter establishes distinct lines of accountability with clearly defined roles and responsibilities. The operations team consists of the chief strategy and operations officer and the director of operations. The chief strategy and operations officer works closely with the executive director and oversees fundraising, development, post-secondary learning, data, and compliance. The director of

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operations oversees enrollment, student recruitment, outreach, and day to day operations to support teachers and leaders in delivery of the academic program such as coordinating parent teacher conferences, ordering classroom supplies, and planning academic events. This structure ensures that staff members know who to go to for what and that the charter's academic leaders can prioritize the delivery of the academic program.

Comp Sci High has in place a clear student discipline system consistently applied across the charter. Instructional leaders set clear expectations around culture and teachers reinforce these expectations during advisory sessions. As a result, students engage in rigorous discussion with teachers and peers, and transitions between classes run smoothly.

Comp Sci High maintains high student enrollment and often exceeded enrollment targets throughout the charter term. The charter exceeds its enrollment target for students with disabilities and all of its retention targets. The board, operations, and instructional leadership teams prioritize promoting the charter's public profile in the community and conducting aggressive outreach. Notably, families choose to remain at Comp Sci High at high rates year over year.

BOARD OVERSIGHT & GOVERNANCE

The Comp Sci High board works effectively to achieve the charter's Accountability Plan goals. Board members possess expertise across a variety of fields and establish clear structures and procedures with which to govern the organization and ensure the charter fulfills its mission. The board develops clear priorities aligned to the needs of the charter including increasing the funding sources for the school, broadening the educational offerings for students, further defining post-secondary success, and increasing academic achievement. In order to stay up to date on the charter's program and day-to-day operations, board members request and receive data reports from the executive director regarding topics such as internal assessment results, enrollment, attendance, and suspensions.

Notably, the board also monitors the trends in student internship placements as part of its oversight of the work based learning program. As a result, board members speak in great detail about the charter's program on the ground and achievement including disparities by student demographic subgroups. The board uses a clear process to evaluate the charter's executive director that includes feedback from instructional staff members, achievement metrics, and parent satisfaction.

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REPORTING

COMPLIANCE REPORTING

HAS THE EDUCATION CORPORATION 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.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

Annual Reports	The charter submitted its annual reports to the Institute and the New York State Education Department ("NYSED") on time but has not posted the annual reports to the charter's website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.
FOIL	At the time of the renewal submission, the education corporation had an appropriate Freedom of Information Law ("FOIL") policy but the charter's website fails to provide a FOIL subject matter list with link to the Committee on Open Government. The Institute will work with the school to update the policy prior to the next charter term.
Teacher Certification	The Act allows charters to hire up to 15 uncertified lead teachers 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 renewal review, Comp Sci High employed 27 uncertified lead teachers, including 12 above the allowable limit. All uncertified lead teachers met the appropriate qualifications under the Act. The education corporation partners with the New York City Charter Center to assist in tracking individual pathways to certification and with Relay Graduate School of Education to support teachers pursuing certification. The education corporation offers partial tuition and cost reimbursement as well as salary incentives as teachers complete the certification process.

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COMMUNITY SATISFACTION

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

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
16%	95%	99%	92%	97%

Parent Survey Data

The Institute compiled data from the New York City Department of Education ("NYCDOE") annual family survey from the 2021-22 school year for Comp Sci High. In 2021-22, 16% of families at Comp Sci High who received the NYCDOE survey responded. Of the families who responded, 95% expressed satisfaction with the charter. The Institute recognizes that the participation rate is not representative of the school community.

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 10 families in attendance at the focus group indicated high levels of satisfaction with Comp Sci High. Teachers and instructional leaders regularly communicate about students' academic achievement through emails, phone calls, and parent conferences. Parents and families appreciate the charter's commitment to offering rigorous academics and supports for navigating the pathway to college and career. Families choose to send children to Comp Sci High for consecutive years, and the charter posted retention rates above at least 94% from 2019-20 through 2021-22.

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 Comp Sci High's renewal application on February 2, 2023 by videoconference. The school leader described the charter's plans to consolidate the two existing facilities and move into one private space after the 2023-24 school year. The school leader celebrated the school's mission to prepare students for college and careers. The school leader explained how the charter's robust career and internship program through community and corporate partners allows students to have at least

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three internship or job experiences before they graduate. The school also provides career counseling, training, and coursework in personal finances. The school leaders highlighted the charter's successful graduation and college matriculation outcomes with the completion of its first four year student cohort. Leaders also described how the charter offered summer camp to the broader community and provided opportunities for Comp Sci High's students to support and mentor elementary age students in the same neighborhood. The school leader also reviewed positive outcomes on Regents exams and how those results disrupt the traditional outcome patterns for students similarly situated students at other schools. The principal from the co-located school spoke in support of the application citing how he has seen, first hand, the great work of the charter serving one of the most challenging student populations. The co-located principal believes the charter has earned the right to continue their work for the students of the Bronx. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 94% of Comp Sci High students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.
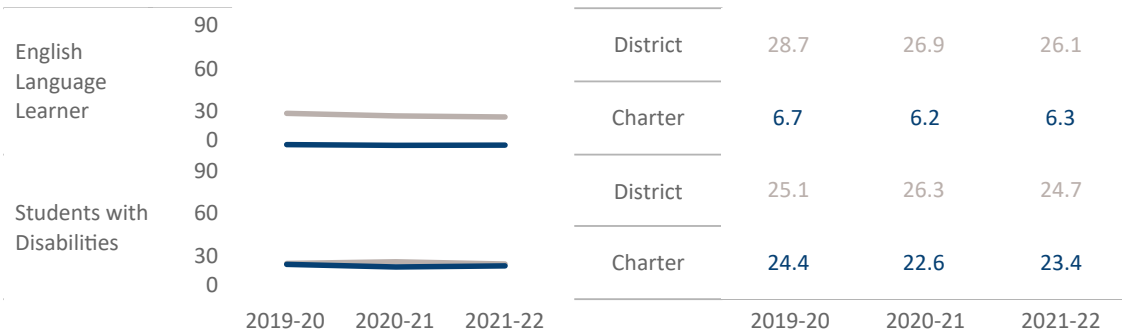
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.
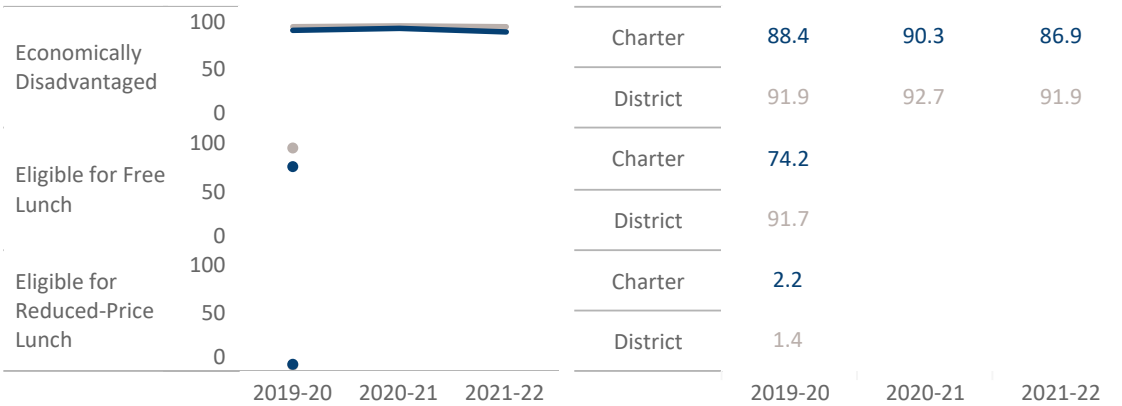
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STUDENT DEMOGRAPHICS

Urban Assembly Charter School for Computer Science — Bronx CSD 12

Student Demographics: Special Populations

		2019-20	2020-21	2021-22
English Language Learner	District	28.7	26.9	26.1
	Charter	6.7	6.2	6.3
Students with Disabilities	District	25.1	26.3	24.7
	Charter	24.4	22.6	23.4

Student Demographics: Free/Reduced Lunch

		2019-20	2020-21	2021-22
Economically Disadvantaged	Charter	88.4	90.3	86.9
	District	91.9	92.7	91.9
Eligible for Free Lunch	Charter	74.2		
	District	91.7		
Eligible for Reduced-Price Lunch	Charter	2.2		
	District	1.4		

Student Demographics: Race/Ethnicity

		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2019-20	Charter	2.7	34.7	58.2	1.3
	District	1.9	23.4	71.5	1.7
2020-21	Charter	3.5	35.5	55.7	1.2
	District	2.1	23.6	73.5	1.5
2021-22	Charter	2.6	36.2	56.8	1.2
	District	2.1	23.0	72.2	1.3
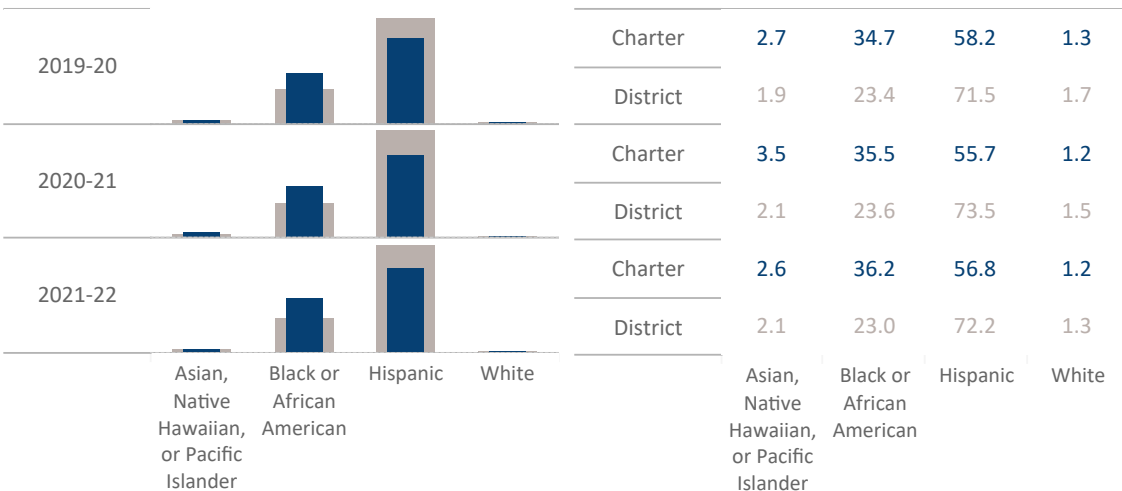
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

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STUDENT DEMOGRAPHICS

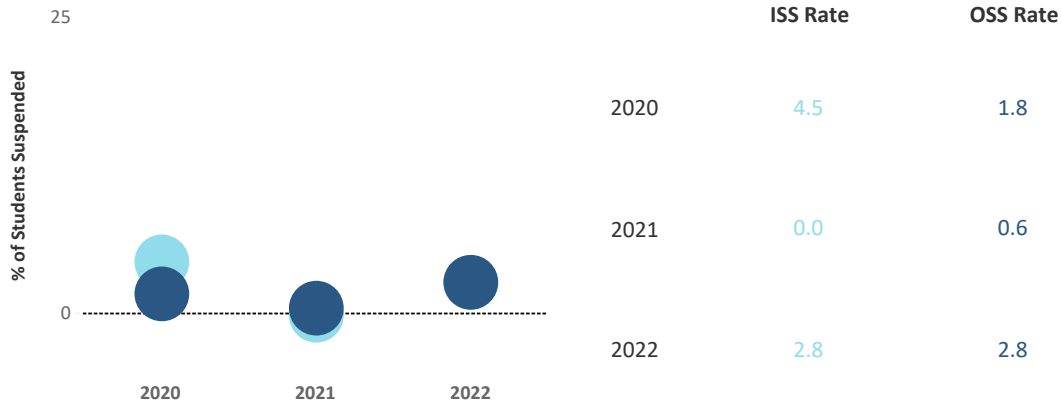## Urban Assembly Charter School for Computer Science

Bronx CSD 12

% of Students Suspended

25

0

2020   2021   2022

	ISS Rate	OSS Rate
2020	4.5	1.8
2021	0.0	0.6
2022	2.8	2.8

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

2019-20	95.5
2020-21	96.0
2021-22	94.4

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

2020	2021	2022
0	0	0

Urban Assembly Charter School for Computer Science's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	89.4	84.6
	English language learners	22.5	8.1
	students with disabilities	18.6	24.9
retention	economically disadvantaged	89.0	96.1
	English language learners	87.5	100.0
	students with disabilities	88.6	93.4

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

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STUDENT
DEMOGRAPHICS

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.

Comp Sci High makes good faith efforts to meet its enrollment and retention targets. Notably, the charter exceeds the retention targets for all subgroups and the enrollment target for students with disabilities. The charter acknowledges the opportunity to increase its efforts for recruiting ELLs from the community. Comp Sci High plans to conduct the following efforts to meet its targets in a future charter term:

- Holding in-person open houses during weekdays and on weekends giving families the opportunity to engage with the charter's at-risk program staff members;

- Sending recruitment materials to and visiting all middle schools located in the local district;

- Translating promotional materials and the charter's recruitment website content into multiple languages;

- Mailing materials to households of 8th grade students in communities with high proportions of ELLs and students with disabilities;

- Providing families with flexible options for submitting applications including by text, mail, and in person to ensure the process is as accessible as possible;

- Highlighting the charter's at-risk programming during information sessions;

- Sending weekly newsletters to current families translated into home languages;

- Continuing to leverage the charter's advisory program, which pairs families with an advisor who addresses concerns; and,

- Providing free uniforms, laptops, school supplies, and wireless connections to families who request the items.

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FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Comp Sci High 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.[4]

DOES THE EDUCATION CORPORATION 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 management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

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

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

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FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION 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 appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	**AUGUST 2022**

DOES THE EDUCATION CORPORATION 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 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.	+

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DOES THE EDUCATION CORPORATION 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.	N/A
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

The education corporation reported operating surpluses. The fiscal dashboard for June 30, 2022 reflects fiscally strong with approximately $1.3 million in net assets and 0.8 months of cash on hand to pay liabilities due shortly. Comp Sci High has funded and maintained the required $75,000 in a separate dissolution account as per the charter agreement.

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URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

CHARTER INFORMATION

BALANCE SHEET   **Opened 2018-19**

Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	-	600,057	1,170,460	950,209	879,658
Grants and Contracts Receivable	-	38,032	98,554	292,640	438,225
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	1,497	28,069	67,155	30,280
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	639,586	1,297,083	1,310,004	1,348,163
Property, Building and Equipment, net	-	651,963	823,304	918,979	757,570
Other Assets	-	25,001	50,004	150,511	250,519
Total Assets - GRAPH 1	-	1,316,550	2,170,391	2,379,494	2,356,252

Liabilities and Net Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Current Liabilities					
Accounts Payable and Accrued Expenses	-	103,298	174,489	242,861	284,825
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	3,842	50,000
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	350,000
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	103,298	174,489	246,703	684,825
Deferred Rent/Lease Liability	-	-	-	-	18,750
All other L-T debt and notes payable, net current maturities	-	500,000	1,243,360	700,000	350,000
Total Liabilities - GRAPH 1	-	603,298	1,417,849	946,703	1,053,575

Net Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Without Donor Restrictions	-	688,251	677,542	1,382,791	1,222,677
With Donor Restrictions	-	25,001	75,000	50,000	80,000
Total Net Assets	-	713,252	752,542	1,432,791	1,302,677
Total Liabilities and Net Assets	-	1,316,550	2,170,391	2,379,494	2,356,252

ACTIVITIES

Operating Revenue

	2017-18	2018-19	2019-20	2020-21	2021-22
Resident Student Enrollment	-	1,677,081	3,601,006	5,424,693	7,166,701
Students with Disabilities	-	385,852	780,493	967,997	1,134,699
Grants and Contracts					
State and local	-	268,985	17,452	17,969	26,604
Federal - Title and IDEA	-	107,821	168,070	238,856	412,081
Federal - Other	-	824,901	57,064	152,485	1,993,775
Other	-	-	-	-	1,703,686
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	3,264,640	4,624,085	6,802,000	12,437,546

Expenses

	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education	-	2,288,453	3,054,129	4,469,509	8,053,398
SPED	-	1,016,850	1,659,066	1,930,758	4,009,905
Other	-	-	-	-	-
Total Program Services	-	3,305,303	4,713,195	6,400,267	12,063,303
Management and General	-	361,629	295,424	572,935	1,061,158
Fundraising	-	83,824	42,623	77,174	116,360
Total Expenses - GRAPHS 2, 3 & 4	-	3,750,756	5,051,242	7,050,376	13,240,821
Surplus / (Deficit) From School Operations	-	(486,116)	(427,157)	(248,376)	(803,275)

Support and Other Revenue

	2017-18	2018-19	2019-20	2020-21	2021-22
Contributions	-	1,199,367	466,444	380,956	671,780
Fundraising	-	-	-	-	-
Miscellaneous Income	-	1	3	547,669	1,381
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	1,199,368	466,447	928,625	673,161
Total Unrestricted Revenue	-	4,464,008	5,015,532	7,755,625	13,080,707
Total Temporally Restricted Revenue	-	-	75,000	(25,000)	30,000
Total Revenue - GRAPHS 2 & 3	-	4,464,008	5,090,532	7,730,625	13,110,707
Change in Net Assets	-	713,252	39,290	680,249	(130,114)
Net Assets - Beginning of Year - GRAPH 2	-	-	713,252	752,542	1,432,791
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	713,252	752,542	1,432,791	1,302,677

Comp Sci High

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URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	-	911,375	857,608	1,299,388	1,757,129
Instructional Personnel	-	1,135,269	2,155,426	3,162,904	5,179,386
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	2,046,644	3,013,034	4,462,292	6,936,515
Fringe Benefits & Payroll Taxes	-	344,745	513,853	743,034	1,216,177
Retirement	-	22,611	60,720	105,742	160,475
Management Company Fees	-	-	100,838	106,671	131,126
Building and Land Rent / Lease / Facility Financing	-	-	-	-	468,750
Staff Development	-	227,651	152,072	129,787	190,534
Professional Fees, Consultant & Purchased Services	-	419,546	171,657	164,255	304,993
Marketing / Recruitment	-	77,210	47,573	56,653	73,386
Student Supplies, Materials & Services	-	257,486	379,905	427,273	726,004
Depreciation	-	164,119	258,839	406,635	621,314
Other	-	190,744	352,751	448,034	2,411,547
Total Expenses	-	3,750,756	5,051,242	7,050,376	13,240,821

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	105	210	315	420	420
Final Chartered Enrollment (includes any revisions)	-	105	210	315	420
Actual Enrollment - **GRAPH 4**	-	110	220	337	426
Chartered Grades	9	9-10	9-11	9-12	9-12
Final Chartered Grades (includes any revisions)	Planning Year	9.00	9-10	9-11	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	-	15,307	16,150	16,123	16,844
Increase over prior year	0.0%	100.0%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating	-	29,797	20,977	20,167	29,220
Other Revenue and Support	-	10,947	2,116	2,753	1,581
TOTAL - **GRAPH 3**	-	40,744	23,093	22,921	30,802

Expenses

Program Services	-	30,168	21,381	18,976	28,341
Management and General, Fundraising	-	4,066	1,534	1,928	2,766
TOTAL - **GRAPH 3**	-	34,234	22,915	20,904	31,107
% of Program Services	0.0%	88.1%	93.3%	90.8%	91.1%
% of Management and Other	0.0%	11.9%	6.7%	9.2%	8.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	19.0%	0.8%	9.6%	-1.0%
% of Revenue Expended on Facilities	#DIV/0!	0.0%	0.0%	0.0%	3.8%

Student to Faculty Ratio

	-	7.8	7.3	8.6	7.6

Faculty to Admin Ratio

	-	2.0	3.8	3.3	3.3

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.4	1.6	2.5	1.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	536,288	1,122,594	1,063,301	663,338
As % of Unrestricted Revenue	0.0%	12.0%	22.4%	13.7%	5.1%
Working Capital (Current) Ratio Score	0.0	6.2	7.4	5.3	2.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	LOW	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Excellent	Good

Quick (Acid Test) Ratio

Score	0.0	6.2	7.3	5.0	1.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	LOW	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Excellent	Good

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.5	0.7	0.4	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	Excellent	Excellent

Months of Cash - GRAPH 8

Score	0.0	1.9	2.8	1.6	0.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Good	Poor

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FP
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FUTURE PLANS

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

Comp Sci High implements a strong academic program supported by an effective, viable organization. The charter is fiscally sound and presents sound financial plans. As such, the charter's plans for the next charter term are reasonable, feasible, and achievable.

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE

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. Comp Sci High plans to continue implementing the same core elements of its effective education program that resulted in high baseline results during its initial charter term. The charter plans to continue making incremental modifications to its work-based learning, computer science, and technology offerings to ensure that the program exposes students to the most relevant skills to succeed in college or career. Instructional leaders also plan to implement and leverage learnings from an alumni program composed of its first graduating classes.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve the charter in the next term. Trustees plan to increase the board's expertise across multiple domains including recruiting members with education backgrounds, financial expertise, and connections in the local community. The board plans to diversify the financial supports for the charter and expand the repertoire of extracurricular and workplace experiences offered to students.

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

Comp Sci High is split between two sites with plans to develop a permanent new facility to be completed and ready to house the high school program by 2024-25.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	420	505
Grade Span	9-12	9-12
Teaching Staff	48	46
Days of Instruction	193	193

Comp Sci High

Ax

APPENDICES

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APPENDIX A: CHARTER SCHOOL OVERVIEW

Ax^a

URBAN ASSEMBLY CHARTER SCHOOL FOR COMPUTER SCIENCE BOARD OF TRUSTEES

CHAIR	TRUSTEES
Angel Morales	Robert Rush
	Bethany Crystal
VICE CHAIR	Howard Tsao
Ivonne Fleitas-Frank	Cesar Perez
	Alejandro Izquierdo
TREASURER	Danielle Beyer
Pravin Sathe	
SECRETARY	
Kristin Kearns-Jordan	

CHARTER LEADERS

PRINCIPAL

Iris Alder (2022-23 to Present)
David Noah (2017-18 to 2021-22)

EXECUTIVE DIRECTOR

David Noah (2022-23 to Present)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	105	110	105%	9
2019-20	210	220	105%	9-11
2020-21	315	337	107%	9-12
2021-22	420	426	101%	9-12
2022-23	420	439	104%	9-12

TIMELINE OF CHARTER RENEWAL

2018-19
Urban Assembly Charter School for Computer Science's
opening

2022-23
Urban Assembly Charter School for Computer Science's
initial full-term renewal recommendation

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2018-19	First Year Visit	May 16,2019
2022-23	Initial Renewal Visit	December 5,2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 5,2022	Sinnjinn Bucknell	Director of Performance and Systems
	Vickie Masséus	School Evaluation Analyst
	Kennesha Kelly	External Consultant

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APPENDIX B: REPORT INFORMATION

Ax[b]

REPORT INFORMATION

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

A CHARTER'S APPLICATION FOR CHARTER RENEWAL	INFORMATION GATHERED DURING THE CHARTER TERM	ACADEMIC PERFORMANCE
FISCAL SOUNDNESS	LEGAL COMPLIANCE	RENEWAL REVIEW

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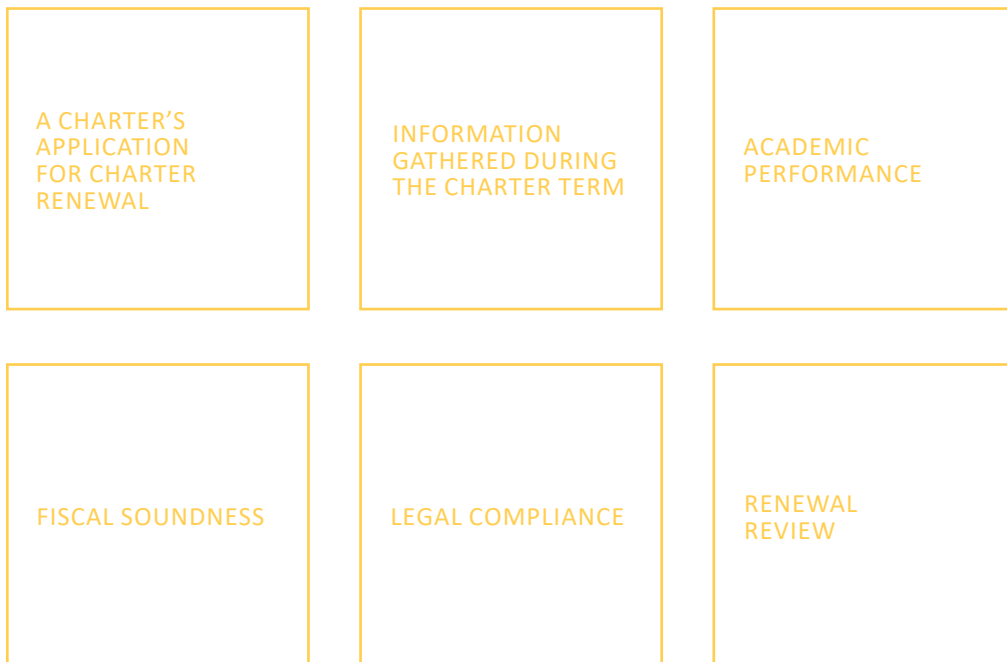
Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. *Revised September 4, 2013 and available on the Institute's website.*

APPENDIX B: REPORT INFORMATION Ax [b]
REPORT INFORMATION

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.

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APPENDIX B: REPORT INFORMATION

Ax [b]

REPORT
INFORMATION

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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 PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?	GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

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

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

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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).

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APPENDIX B: REPORT INFORMATION

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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.