

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

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
VALENCE COLLEGE PREPARATORY
CHARTER SCHOOL*

Report Date: December 5, 2023

Review Date: September 26 – 27, 2023

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL

97-29 64th Road, Queens | Grades: 5-8 | NYC Community School District 28

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Valence College Preparatory Charter School (“Valence Prep”) on June 6, 2018. The school opened in fall 2019, serving 112 students in 5th grade.



MISSION

Valence College Prep equips all scholars in 5th – 8th grade with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

CURRENT CHARTER

Serves: 5th – 8th

Chartered Enrollment:
448

Charter Expiration:
July 31, 2024

PROPOSED FUTURE CHARTER

Serves: 5th – 8th

Chartered Enrollment:
448

Charter Expiration
July 31, 2029

KEY DESIGN ELEMENTS

Excellent teaching yields strong academic performance;



An intentionally structured school environment drives academic achievement;



Character underpins success in college and life;



Literacy unlocks achievement as a learner;



Success requires skills to solve challenging problems;



Applying a growth mindset ensures a drive toward mastery; and,



Family partnerships support student outcomes.



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 Valence College Preparatory Charter School for a period of five years with authority to provide instruction to students in 5th – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 448 students. The Institute makes this recommendation based on Valence College Preparatory Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).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

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

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

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Since its opening in 2019, Valence Prep has built a track record of strong academic performance. In 2021-22, the school exceeded predicted performance in English language arts (“ELA”) and mathematics while also outperforming NYC Community School District (“CSD”) 24, the district from which the school enrolls the majority of students. The school, guided by an executive director and newly appointed principal, enact highly structured learning environments in which students develop habits of close reading, persuasive writing, and mathematical problem solving in accordance with a comprehensive series of frameworks. Valence Prep partners with organizations such as Oliver Scholars and Prep for Prep that assist underrepresented youth in obtaining placements within selective high schools across New York City to support its commitment to improving access to high quality educational options for the students and families it serves.

The information below presents the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Valence Prep is an academic success and offers a strong pedagogical model to support continued academic achievement in future years. Leaders support teachers in establishing high expectations for student learning with teachers implementing similar pedagogical practices that provide a highly structured environment for learning. The school demonstrates success in the following ways:

- Valence Prep outperformed its district in both ELA and mathematics by seven and 21 percentage points, respectively.
- The school posted effect size scores that far exceeded the target in 2021-22 in both ELA and mathematics.
- Valence Prep leaders prioritize consistent observation and feedback cycles for teachers to ensure that teachers deliver a consistent academic program across all grade levels and content areas. Consistent feedback results in high quality teaching and learning across the school.

Is the charter an effective, viable organization?

Valence Prep is an effective, viable organization, and the board provides effective oversight. During the charter term, the board secured a long-term facility for the school and strengthened its capacity to monitor the educational program and evaluate the school’s executive director. The board also adjusted the school’s salary scale to retain high performing teachers and ensure it is competitive with surrounding schools.

Is the charter fiscally sound?

Valence Prep is fiscally sound having posted surpluses for the majority of the charter term. In 2021-22, the school expanded its instructional team to accommodate high enrollment. The school submitted conservative budget projections in the renewal application that are realistic and show surpluses continuing throughout the next charter term.

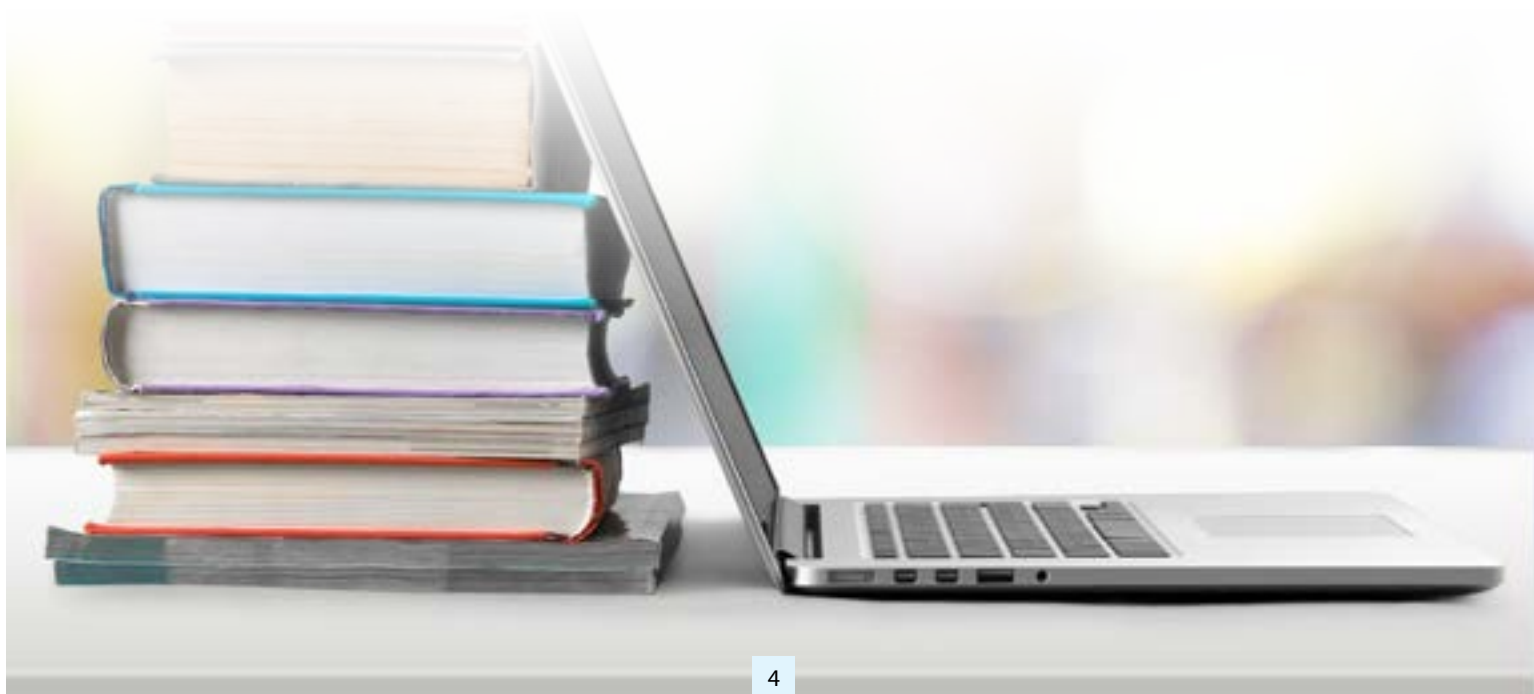
EXECUTIVE SUMMARY

If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

Valence Prep's plans for the future are reasonable, feasible, and achievable. The school plans to implement the same core elements that led to its success over the current charter term and will continue to strengthen support for students as they transition to high school.

Based on the Institute's review of the school'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 school's academic program, the Institute finds that Valence Prep meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Valence College Preparatory Charter School a full-term Initial Renewal of five years.





DP

DATA PRESENTATION

PAGES: 6-20

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

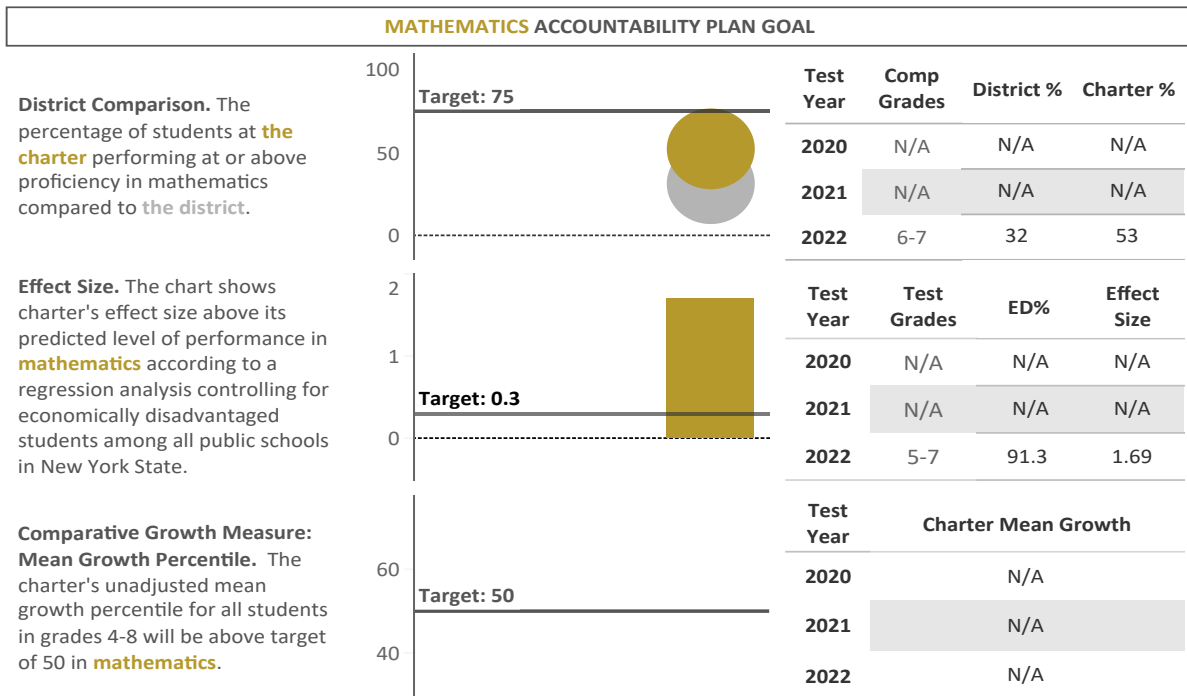
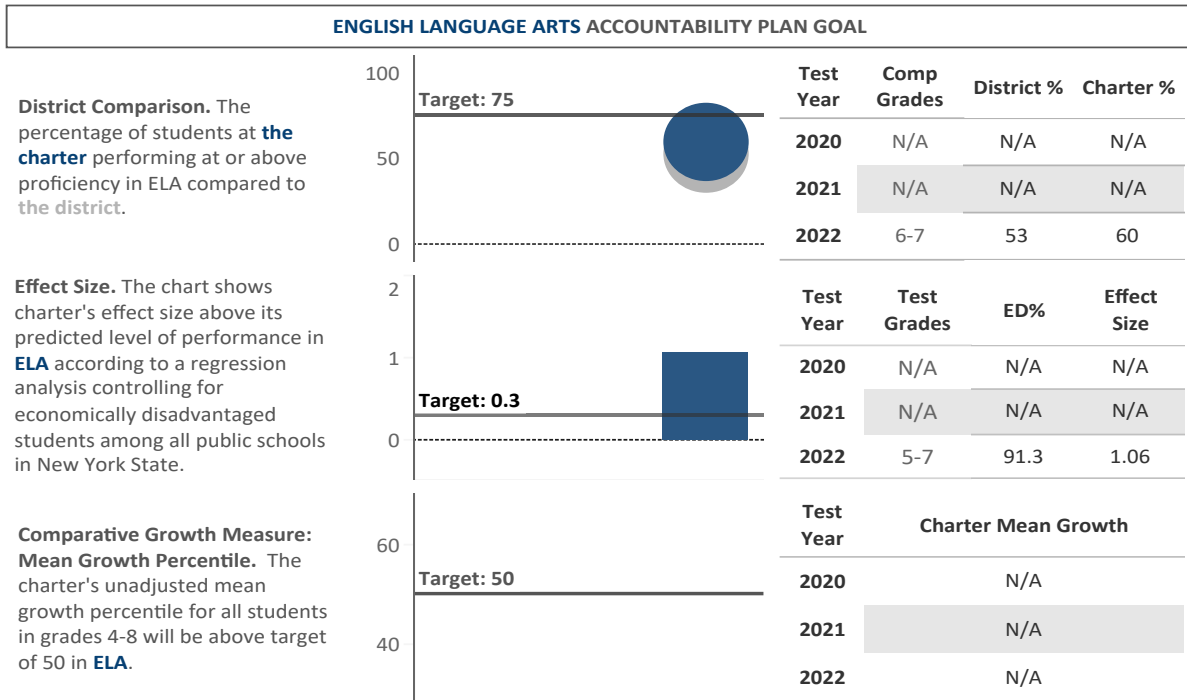
COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL



ACADEMIC PERFORMANCE

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

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

NA

TESTED PERCENTAGES*

	ELA	2022	Math
School Tested Number	331		332
School Tested %	97.4%		97.9%
District Tested %	88.5%		93.1%

SPECIAL POPULATIONS PERFORMANCE**

	2022
Students with Disabilities Enrollment	59
Tested on State Exam	57
Charter Percent Proficient on ELA Exam	19.3
District Percent Proficient	15.7
ELL Enrollment	96
Tested on NYSESLAT Exam	91
Charter Percent 'Commanding' or Making Progress	23.1

*Mathematics participation rates may reflect discrepancies from ELA participation rates due to students sitting for a Regents exam in lieu of the traditional state exam.

** 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?

Valence Prep is an academic success having met its key ELA and mathematics Accountability Plan goals during its initial charter term. The school first enrolled students in state testing grades during 2019-20, the same year the New York State Education Department (“NYSED”) cancelled all state assessments during the COVID-19 pandemic. In 2021-22, the school did not enroll students in science testing grades. Therefore, Valence Prep has yet to produce data suitable for analyzing attainment of the science goal. The school met the Every Students Succeeds Act (“ESSA”) goal.

In 2021-22, Valence Prep posted high comparative achievement in ELA and mathematics. With 60% of its students enrolled in at least their second year scoring at or above proficiency in ELA, the school outperformed the district by seven percentage points. In mathematics, the school outperformed the district by 21 percentage points. Valence Prep also posted comparative effect sizes in both subjects that far exceeded the target of 0.3. This level of performance indicates the school performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Valence Prep establishes an assessment system that allows instructional leaders to identify learning gaps and teachers to adjust instruction accordingly. Teachers establish baseline performance measures for each student by analyzing beginning of year i-Ready data along with results from quizzes, homework, and exit tickets. Following i-Ready administration, Valence Prep administers first quarter NWEA MAP (“MAP”) assessments in reading and mathematics and internally developed interim assessments (“IA”) in reading, mathematics, science, and social studies. Teachers and instructional leaders then analyze MAP and IA data to identify students to receive extra support during small group instruction (“SGI”) periods while teachers and leaders use the same data to identify high performing students to receive content enrichment during these periods. For students performing below grade level on first quarter assessments in ELA, Valence Prep uses Fountas & Pinnell Benchmark Reading Assessments to identify and target specific reading skill gaps in SGI. Academic deans also use IA results to identify schoolwide performance trends by special population subgroup and state standard and develop actionable strategies to close any gaps. Subsequent administrations of the MAP assessment in winter and spring serve to track student progress and the success of instructional shifts throughout the year. To prepare 8th grade students for end-of-year testing, the school offers mock Regents exams in science and algebra alongside internally created mock state test exams.

Valence Prep staff members use assessment data to inform instructional shifts and schoolwide instructional priorities. For example, the most recent round of assessment results revealed a need to provide more support with grammar, sentence structure, and annotation techniques in ELA across grades. Valence Prep leaders use assessment outcomes to confirm significant performance gaps among general education students, ELLs, and students with IEPs, and, at the time of the visit, leaders are refining the school’s progress monitoring systems for students at risk of academic failure as a result.

CURRICULUM

Valence Prep has a curricular framework that supports teachers with instructional planning. In response to teacher feedback at the end of the 2022-23 academic year, the school replaced its former curricula with Houghton-Mifflin Harcourt (“HMH”) Into Literature for ELA and Into Math for mathematics for the 2023-24 academic year. Teachers report positive feedback for HMH curricula, citing that it provides ample scaffolding for English language learners (“ELLs”) while fostering student engagement with visuals, helpful question stems, and diverse texts. To support the effective delivery of instruction under the new curricula, all teachers conduct a review of the objectives for each assessment and unit, and work backwards from these points to determine which skills students will need in order to meet learning objectives. In ELA, co-teachers work together to identify the key features of each text, predetermine expectations for text annotations, and think through potential student misconceptions regarding the interpretation of themes while notating findings in lesson plan supplements called “monitoring keys”. Teachers submit lesson plans and monitoring keys to academic deans for review and feedback prior to lesson delivery.

ACADEMIC PERFORMANCE

The new curricula better facilitate the school's priority of providing a differentiated curriculum that supports all learners, particularly students with disabilities and ELLs, the latter of which constitute 28% of the student population. Moreover, the curricula provide teachers with supporting documents such as curricular maps and scope and sequence documents, thereby enabling teachers to focus on intellectually preparing for each individual lesson. Teachers have a fixed, underlying structure that supports lesson planning while maintaining the flexibility to adapt lessons as needed to meet the specific needs of individual students. The school has a clear process for selecting, developing, and reviewing its curricula that incorporates teacher feedback as well as student outcomes. Valence Prep's curricular materials and processes for developing lessons result in high quality instruction.

PEDAGOGY

Valence Prep has high quality instruction across the school. Valence Prep teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum, and the majority of teachers demonstrate a strong command of classroom management. Leaders, having prioritized a strong start to the school year with systems and routines, are shifting development to prioritize building in more opportunities for students to engage in verbal discourse or higher order thinking.

Teachers follow a standard gradual release model of instruction that includes a "Do Now" activity for reviewing critical concepts, the modeling of new skills, teacher-led guided practice activities, and time for students to practice skills independently. In addition, teachers outline clear strategies for students to employ during independent work to support skills related to close reading and mathematical problem solving. In observations, the Institute noted students have largely internalized the key elements of these strategies and have the ability to apply them independently. Furthermore, these same strategies reappear at each grade level to support the vertical alignment of student performance expectations as content increases in rigor over time. For example, in mathematics, teachers at each grade level reinforce the expectation that students solve word problems by discerning question type, writing down what is known and unknown, and stating the piece of information they must find. In ELA, students across grade levels reference a close reading strategy as well as genre frames when analyzing text features, and in written work, all students must present cogent arguments along with supporting evidence and sufficient context.

The majority of Valence Prep teachers ask for a show of hands as a check for understanding, and students generally display enthusiasm for volunteering responses. The Institute also observed co-teachers circulating the room to support students while using exit tickets as a formative assessment. Teachers routinely devote class time to unpacking individual student misconceptions or allowing students to walk the class through problem solving steps.

Despite the efficient delivery of purposeful instruction across subject areas, the majority of Valence Prep classrooms display a lack of student discourse rooted in higher order thinking, and teachers rarely pause to explore concepts in depth, nor do they invite students to extend upon each others' responses or defend their thinking verbally. Instead, the majority of classroom dialogue focuses on teacher questioning related to basic

ACADEMIC PERFORMANCE

fact recall or brief turn and talk routines between students with little time to share findings as a group. Leaders recognize this area for improvement as a result of new teacher hires and beginning of the year routine building and plan to shift professional development and coaching activities to improve in these areas.

Teachers use proactive classroom management techniques to foster productive learning environments, and student behavior indicates a thorough internalization of classroom routines and behavioral expectations.

INSTRUCTIONAL LEADERSHIP

Valence Prep has instructional leadership systems that support the delivery of high quality instruction. Leaders set high expectations for teachers and student performance through a consistent cadence of meetings both at each grade level and whole school. Leaders emphasize the importance of focusing on each and every student in order to ensure all students are successful. In response to teacher feedback and student outcomes at the end of the 2022-23 academic year, the school shifted the focus of academic deans from content areas to grade levels. This change allows academic deans and teachers greater insight into student achievement by focusing on students across all subject areas on a grade level. Instructional leaders provide consistent coaching to teachers via regular observation and feedback cycles, one-on-one conferences, and small group meetings. Instructional leaders make data driven decisions about instructional support and professional development for teachers and use assessment and observation data to ensure teachers receive targeted support necessary to improve instruction. The school has the opportunity to increase the amount of support it gives to teachers for the developing lessons that include ample rigor and differentiation.

AT-RISK PROGRAM

Valence Prep provides effective supports for students with disabilities, ELLs, and students struggling academically, and school leaders actively apply strategies to close achievement gaps between general education students and at-risk students.

Teachers and instructional leaders use data from MAP assessments, close communication with families, and other information gathered during registration to identify students in need of additional support. The school gathers existing information from citywide systems about its incoming 5th grade students to identify those who already have individualized education programs (“IEPs”) or are ELLs. Teachers analyze early assessment data and monitor student work products to identify students needing targeted academic support and assign students who struggle to receive response to intervention (“RTI”) interventions with support from learning specialists and the dean of academic intervention. Valence Prep also enrolls all students in a daily SGI period to provide additional support in ELA and mathematics for students who struggle academically and enrichment for students already performing on grade level.

Valence Prep’s programs to support students at risk of academic failure are comprehensive and effective despite lingering performance gaps after the COVID-19 pandemic. Teachers and learning specialists link student progress goals from IEPs or language acquisition plans to specific strategies in classroom lesson plans. This information provides teachers and learning specialists with specific questions and checks for understanding to

ACADEMIC PERFORMANCE

ensure students who struggle academically, ELLs, and students with disabilities can access the lesson content and meet expectations. This year, Valence Prep requires teachers to select co-teaching structures purposefully to maximize support for all students in every lesson. Learning specialists and ELL teachers also pull students out of general instruction and provide specialized support when student needs require instructional support in a small group or individualized setting.

Valence Prep's schedule allows co-teaching pairs to plan instruction together and collaborate often. Frequent collaboration ensures teachers are aware of progress toward learning goals and that the program supports all students at risk of academic failure. The school's effective assessment system provides teachers and leaders with the data necessary to monitor students' progress toward meeting IEP and school-based goals or achieving English language proficiency. Frequent data monitoring early in the charter term informed the school's decision to modify its curricular programs in ELA and mathematics. The school's need to better support students at risk of academic failure largely motivated the shift in curricula, and teachers are now better able to support students who need additional help.

ORGANIZATIONAL CAPACITY

Valence Prep's organizational structure supports the entire school community to meet its mission of providing students with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity. The school's thoughtful analysis of the effectiveness of its program inspired organizational shifts in 2023-24 designed to provide more effective coaching and support for teachers. As the first charter term ends, Valence Prep is a well resourced and effective organization that exhibits clear lines of accountability within its administration.

The Valence Prep operations team understands the goals of the academic program and provides teachers and instructional leaders necessary resources to reach those goals. Teachers and school leaders have access to data, analyses, and information to drive decisions and ensure program effectiveness. For instance, the school's careful monitoring of its teacher supports led to the school creating the principal position to oversee teacher coaching and evaluation. The school also adjusted its curricula because of careful monitoring of outcome data. During the process to select new curricular materials, leaders appropriately considered teachers' needs and the school's available resources to select an effective solution.

Despite significant expenses incurred by two facility moves during the charter term, the school remains financially viable and stable. The school also maintains its enrollment in light of the move across a large geographic distance, indicating families' satisfaction with the program – enough to take on the burden of a longer commute to their school of choice. In addition to retaining students, Valence Prep routinely retains most of its teachers and other key personnel. The school loses only a few staff members each year to attrition.

Valence Prep is thoughtful and purposeful about establishing a school culture that is joyful, vibrant, and focuses on academic attainment. The school schedule includes culture blocks, which are daily periods when students receive instruction about time and stress management and teachers check in on students' social and emotional well-being. Within these strong structures and routines for establishing a positive culture, teachers apply

ACADEMIC PERFORMANCE

merits and demerits in a manner consistent with Valence Prep’s behavioral expectations set forth in its family handbook. The school’s dean of students, associate dean of students, social workers, and other members of the school’s culture team check in during weekly grade team meetings about students of concern to ensure all students receive the support they need to be successful.

BOARD OVERSIGHT & GOVERNANCE

The Valence Prep board possesses qualified members who provide effective stewardship of the school’s finances, operations, and accountability mandates. Board committees meet monthly prior to plenary sessions and board members report consistent, high attendance for committee and board meetings. The executive director regularly provides a head of school report that summarizes key performance metrics encompassing enrollment, staff retention, student attendance rates, and interim assessment results. From these reports, the board develops and implements strategies to address school needs. For example, in response to concerning trends related to teacher recruitment and retention, the board drafted a retention bonus policy to ensure that Valence Prep salaries remain on par with the New York City Department of Education (“NYCDOE”) Pay scale. The board also secured master’s program tuition subsidies through its partnership with Relay Graduate School of Education and it moved to stagger summer professional development for returning teachers to decrease non-essential demands on teachers’ time.

Although the board does not currently operate from a strategic plan, it has demonstrated effectiveness in managing projects, setting goals, and monitoring progress toward these goals. The board recently met its goal of securing a long-term facility for the next three years and has since shifted its focus to overseeing high school preparation programming and the school’s efforts to achieve parity in academic performance between general education students and special populations.

Each year the board forms an adhoc committee to evaluate the Valence Prep executive director. The evaluation considers metrics related to academic achievement, enrollment, finance, compliance, and human resources management, and the board is working to improve alignment between its evaluation system and its Accountability Plan. The board is also developing a succession plan for the eventual departure of the current executive director.

The board regularly performs self-evaluations and reports financial management as an area of success. The finance committee aims to operate the school using per pupil allocations without additional fundraising, and it makes budget projections based on chartered and actual enrollment totals to ensure conservative use of revenue. As the school is currently under budget, it is determining how to invest excess funds to enhance school programming.

The majority of the board contains many of its original members, three of which possess expertise in finance and one member who served as an academic dean at the school. Although board members possess highly relevant backgrounds related to school governance, the board has an opportunity to strengthen its representation related to K-12 pedagogy, education policy, and law. The board has also expressed a need for more representation from Valence Prep family and community members.

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.

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL

Annual Reports

The school submitted its annual reports to the Institute and NYSED on time and has posted portions of the annual reports on its website. The school has not incorporated the Accountability Plan Progress Report and annual financial audit in its postings in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The education corporation's bylaws require revision regarding the delegation of authority to committees in compliance with the Non-for-Profit Corporation Law. The Institute will work with the education corporation to update the by-laws prior to the start of the next charter term.

Compliance

Valence Prep did not post some required notices in the main office and student files did not have appropriate access logs. In addition, all health records were not appropriately secured and some custodial closets were unlocked. The Institute will work with the school to address all compliance items related to the physical building.

FOIL

The education corporation has a compliant Freedom of Information Law ("FOIL") policy but needs to create and post on its website an annually updated FOIL subject matter list with a link to the website of the New York State Committee on Open Government. The Institute will ensure compliance prior to the start of the next charter term.

Personnel Policy

The Employee Handbook requires revision specifying that all criminal history reports be reviewed by two or more employees designated by the education corporation in compliance with the charter agreement. The Institute will work with the school to update the handbook prior to the start of the next charter term.

Teacher Certification

The New York State Charter Schools Act of 1998 (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 or career and technical education courses.

COMPLIANCE REPORTING

Valence Prep recruits certified teachers by utilizing broad hiring channels and offering a salary scale that prioritizes and incentivizes certification. Valence Prep inquires about certification status during the hiring process and preferences certified teachers. Additionally, Valence Prep partners with Teach for America to employ teachers from the program annually. Since its first year of operation, the school has offered tuition reimbursement for continuing education. Beginning in the 2023-24 school year, the school is shifting to a direct partnership with Relay Graduate School of Education and offering increased tuition reimbursement to further prioritize and incentivize teacher certification.

At renewal, 24 out of the 39 teachers at Valence Prep are uncertified, which is nine teachers over the allowable limit under the Act. A total of two out of the 24 uncertified teachers do not meet the additional qualifications under the Act.

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 Survey Data

The Institute compiled data from the education corporation’s annual family survey from the 2021-22 school year for each school due for renewal. Forty-one percent of Valence Prep families who received the survey responded. Among the respondents, 97% were satisfied with the program overall. Satisfaction rates fell within the range of 70-96% for survey domains related to levels of support received, school leadership, community engagement, and trust.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 10 parents and caretakers in attendance indicated high levels of satisfaction with Valence Prep. Families cite rigorous curriculum, uniforms, and safety as strong points of school culture, and parents of students with IEPs report that the school provides excellent counseling and support. Valence Prep also facilitates communication with families through its Parent Square portal and families report that school staff members are highly accessible and responsive. Focus group participants named increased extra curricular activities and sports programming as areas of growth for the school.

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 Valence Prep’s renewal application on October 23, 2023 by videoconference. Valence Prep’s founder and executive director spoke in support of the application discussing the specific communities served by the school including its large ELL population as well as the academic growth of students in the program who enter below grade level but are able to obtain achievement surpassing their district peers. In addition, the school leader spoke to how the school is continuing to grow and start new programs including after-school and athletic programs. This is all to ensure students are on track for college preparatory high schools with the academic skills, professional habits, and strength of character to be ready for any kind of education. No one spoke in opposition to the application.

COMMUNITY SATISFACTION

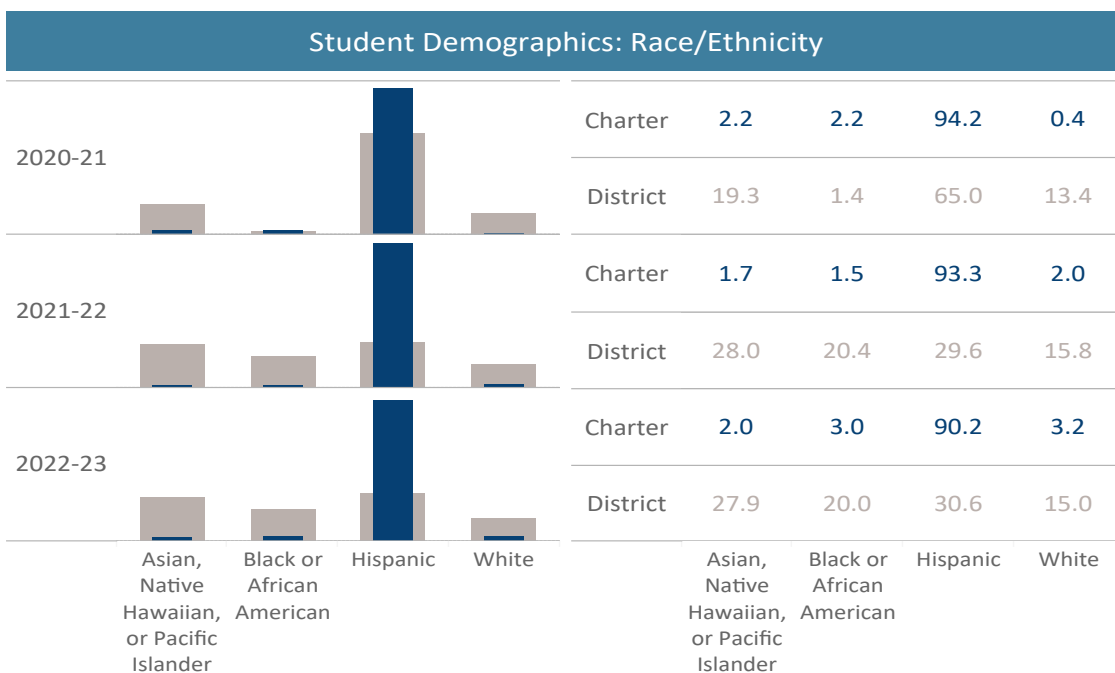
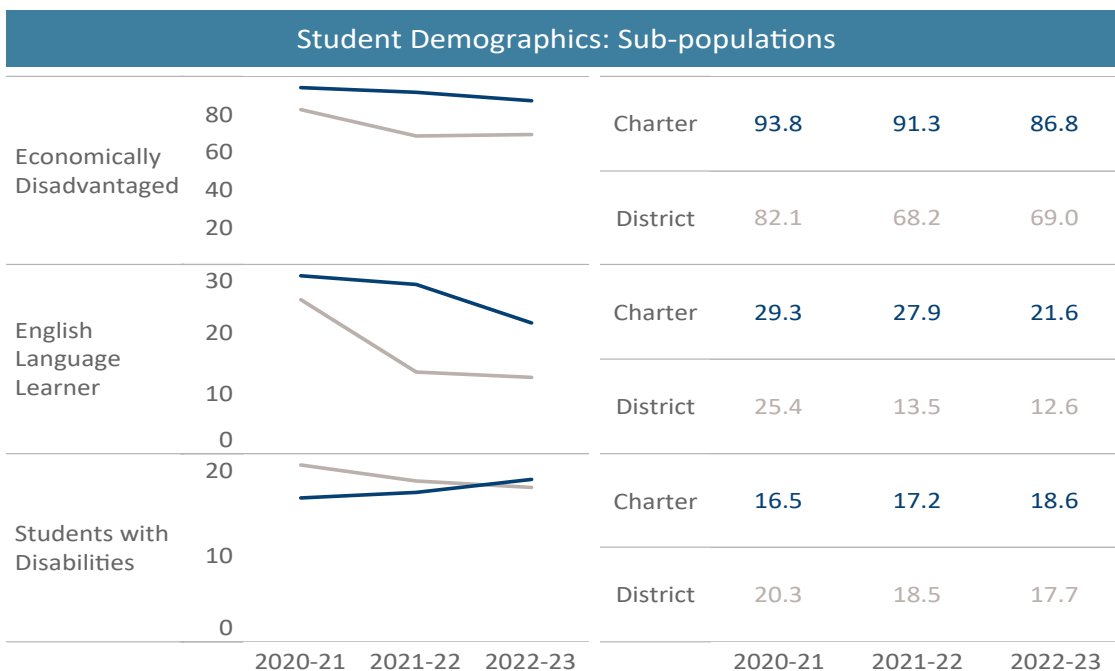
Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 91% of Valence Prep students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

STUDENT DEMOGRAPHICS

Valence College Preparatory Charter School

Queens CSD 28

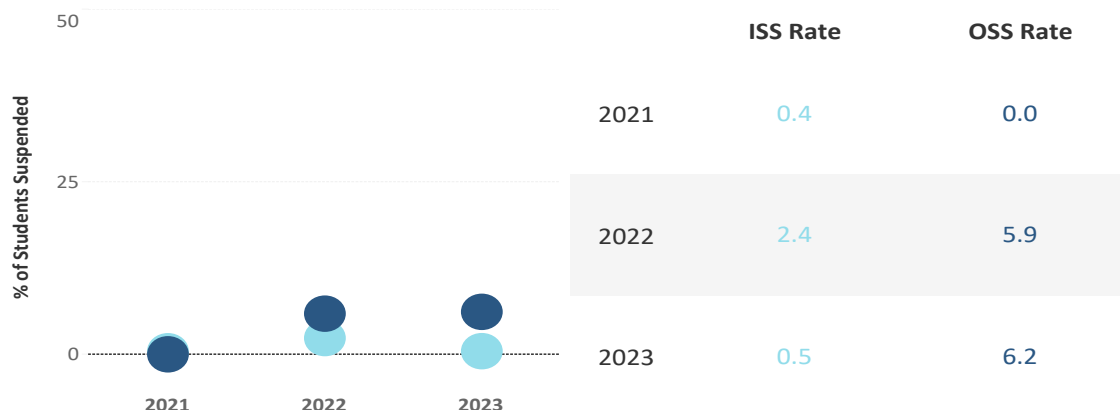


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment, which reflects data reported by the education corporation and validated by the Institute. Data for 2020-21 reflect district data for CSD 24 while subsequent years reflect CSD 28.

STUDENT DEMOGRAPHICS

Valence College Preparatory Charter School

Queens CSD 28



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



2021	2022	2023
0	0	0

Valence College Preparatory Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	76.9	84.7
	English language learners	9.9	25.3
	students with disabilities	17.0	16.9
retention	economically disadvantaged	89.7	90.6
	English language learners	90.2	88.5
	students with disabilities	89.6	94.7

* 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.

Valence Prep makes good faith efforts to meet its enrollment and retention targets and successfully meets each enrollment target. The school makes efforts to meet its enrollment and retention targets in the following ways:

- Working with local social service agencies to provide food, health services, school supplies, and financial assistance to families in need;
- Meeting with families of students with IEPs during the application process to explain service offerings while regularly reviewing special populations performance data to identify areas of growth within current programming; and,
- Providing application support via bilingual operations team as well as fully translated written communications.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

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



Valence Prep is fiscally sound based on the Institute's analysis of the school's financial record over the current charter term. The school consistently reported high enrollment numbers, which have translated into positive revenue to adequately cover yearly expenses. The school increased its staffing levels throughout the initial charter term concomitantly with its growing enrollment to ensure it continues to meet student needs. In 2021-22, Valence Prep accounted for deferred rent payments which appear as a loss on the year. Still, Valence Prep is fiscally strong overall and expects to post a surplus each year going forward. As of June 30, 2022, Valence reported net assets of \$2 million and 2.3 months of cash to cover immediate expenses. Valence Prep maintains a separate bank account containing the necessary amounts for its dissolution fund.



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.

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.	SEPT 2023

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied 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 will have generally been filed in a timely, accurate, and complete manner:

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

FISCAL ANALYSIS

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

+

Grant expenditure reports.

+

DOES THE 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.	+

FISCAL ANALYSIS

VALENCE COLLEGE PREPARATORY 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 Temporarily 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 2019-20

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	807,513	1,251,543	1,853,278
-	-	71,636	235,330	887,115
-	-	-	-	-
-	-	105,416	180,965	100,688
-	-	-	-	-
-	-	984,565	1,667,838	2,841,081
-	-	218,549	454,614	565,224
-	-	112,752	387,757	475,019
-	-	1,315,866	2,510,209	3,881,324

-	-	288,731	271,743	479,907
-	-	-	-	-
-	-	-	-	7,299
-	-	-	-	-
-	-	-	-	-
-	-	-	1,661	-
-	-	288,731	273,404	487,206
-	-	-	-	1,354,043
-	-	-	-	-
-	-	288,731	273,404	1,841,249

-	-	1,027,135	2,236,805	2,040,075
-	-	-	-	-
-	-	1,027,135	2,236,805	2,040,075
-	-	1,315,866	2,510,209	3,881,324

-	-	1,866,375	3,599,556	5,729,858
-	-	209,929	474,618	768,546

-	-	-	-	-
-	-	849,683	-	91,743
-	-	22,280	227,814	721,297
-	-	-	-	-
-	-	539,000	1,052,000	1,720,064
-	-	-	-	332,425
-	-	3,487,267	5,353,988	9,363,933

-	-	1,750,618	3,008,078	6,912,465
-	-	311,039	562,648	1,380,518
-	-	-	-	-
-	-	2,061,657	3,570,726	8,292,983
-	-	743,572	744,375	1,277,258
-	-	-	-	-
-	-	2,805,229	4,315,101	9,570,241

-	-	682,038	1,038,887	(206,308)
---	---	---------	-----------	-----------

-	-	342,996	30,085	-
-	-	(17)	-	9,566
-	-	2,118	6	12
-	-	-	140,692	-
-	-	345,097	170,783	9,578

-	-	3,832,364	5,524,771	9,373,511
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-	-	-	-	-
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-	-	3,832,364	5,524,771	9,373,511
---	---	-----------	-----------	-----------

-	-	1,027,135	1,209,670	(196,730)
---	---	-----------	-----------	-----------

-	-	-	1,027,135	2,236,805
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-	-	-	-	-
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-	-	1,027,135	2,236,805	2,040,075
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FISCAL ANALYSIS

VALENCE COLLEGE PREPARATORY 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

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	641,459	470,225	954,117
-	-	636,463	1,411,267	2,453,444
-	-	-	-	-
-	-	-	-	-
-	-	1,277,922	1,881,492	3,407,561
-	-	218,175	385,601	763,005
-	-	15,776	28,103	-
-	-	-	-	-
-	-	544,400	1,109,308	3,486,379
-	-	97,246	147,345	189,619
-	-	259,728	335,355	370,210
-	-	42,411	43,070	70,415
-	-	107,444	84,820	391,378
-	-	31,029	83,224	167,187
-	-	211,097	216,783	724,487
-	-	2,805,228	4,315,101	9,570,241

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	112	224	336
-	-	112	224	336
-	-	116	222	340
-	Planning Year	5	5-6	5-7
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	16,150	16,123	16,844
0.0%	0.0%	100.0%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	30,063	24,084	27,505
-	-	2,975	768	28
-	-	33,038	24,852	27,534

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	17,773	16,062	24,360
-	-	6,410	3,348	3,752
-	-	24,183	19,410	28,111
0.0%	0.0%	73.5%	82.7%	86.7%
0.0%	0.0%	26.5%	17.3%	13.3%
0.0%	0.0%	36.6%	28.0%	-2.1%
#DIV/0!	#DIV/0!	15.6%	20.7%	37.2%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	11.6	7.9	10.3

Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	1.7	4.7	2.5

Financial Responsibility Composite Scores - GRAPH 6

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

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	3.0	3.0	2.2
N/A	N/A	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)

2017-18	2018-19	2019-20	2020-21	2021-22
0	0	695,834	1,394,434	2,353,875
0.0%	0.0%	18.2%	25.2%	25.1%
0.0	0.0	3.4	6.1	5.8
N/A	N/A	LOW	LOW	LOW
N/A	N/A	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)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	3.0	5.4	5.6
N/A	N/A	LOW	LOW	LOW
N/A	N/A	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)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.2	0.1	0.5
N/A	N/A	LOW	LOW	MEDIUM
N/A	N/A	Excellent	Excellent	Good

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.)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	3.5	3.5	2.3
N/A	N/A	LOW	LOW	MEDIUM
N/A	N/A	Excellent	Excellent	Good

FUTURE PLANS



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

Valence Prep implements a strong academic program supported by an effective, viable organization. The charter plans to continue serving 5th – 8th grade in the next charter term. As such, the charter's plans for the next charter term are reasonable, feasible, and achievable.

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL

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

Plans for the Educational Program. The school plans to continue implementing the same core elements of its strong educational program. The school will maintain its leadership development partnership with Building Excellent Schools ("BES"), an organization supporting charter school founders and leaders across the country, but it will no longer maintain a contract with BES for coaching support. Instead, the school has chosen to contract targeted services from an array of external providers such as CT3 for classroom management training, the Collaborative for Inclusive Education to support ELL instruction, and Lavinia Group for instructional coaching.

Plans for Board Oversight & Governance. The Valence Prep board plans no immediate changes to its governance structure. However, the board will consider the recruitment of new members to strengthen its overall governance function, and it will continue to discuss fundraising needs and the expansion of the board to accommodate those needs.

Fiscal & Facility Plans. Valence Prep has a sound and realistic fiscal plan for the next charter term. The board submitted conservative and achievable budget plans that project surpluses for the coming years while also presenting a mitigation plan should unforeseen expenses arise.

The school entered into a long-term lease agreement for its current facility. The facility will accommodate the program through its next charter term, and the school has conservatively structured its budget to account for planned annual lease payment escalations.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	448	448
Grade Span	5 – 8	5 – 8
Teaching Staff	44	37
Days of Instruction	180	180

Valence Prep

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APPENDICES

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VALENCE COLLEGE PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Angela Guerrero	Sandra Matthews
VICE CHAIR	Ahmed Khan
Lydia Orr	
TREASURER	
Arjun Kapoor	
SECRETARY	
Tony Shan	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	112	116	104%	5
2020-21	224	222	99%	5 – 6
2021-22	336	340	101%	5 – 7
2022-23	448	439	98%	5 – 8
2023-24	448	436	97%	5 – 8

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	Virtual First Year Visit	May 27, 2021
2021-22	Evaluation Visit	April 14, 2022
2023-24	Initial Renewal	September 26 - 27, 2023

CONDUCT OF THE RENEWAL REVIEW

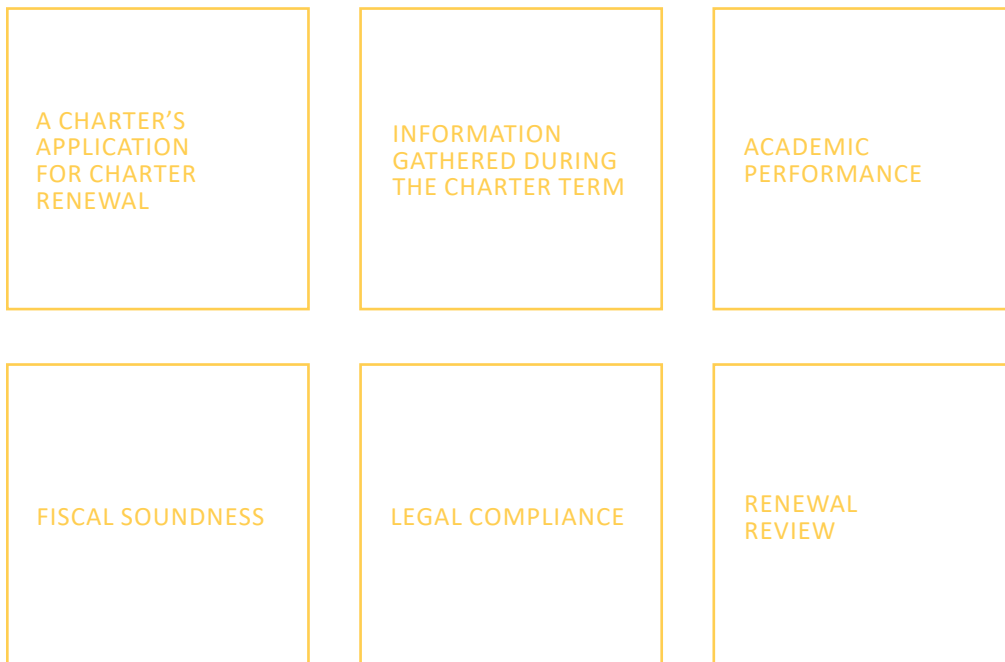
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 26 - 27, 2023	Ciani Jones	Senior Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Maureen Foley	External Consultant

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](#).

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

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

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

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

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 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.



Charter Schools Institute
The State University of New York