

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 covers the top-left and middle-left portions of the page. Another block is in the bottom-left. A third, smaller block is in the bottom-right. The word 'INSTITUTE' is printed in large, white, bold, sans-serif capital letters, with the 'I' and 'N' partially within the top-left grid block and the rest extending into the solid blue area.

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
STOREFRONT ACADEMY HARLEM  
CHARTER SCHOOL*

**Report Date: January 24, 2024**

**Review Date: November 2 – 3, 2023**

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

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



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

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## CHARTER SCHOOL BACKGROUND

# STOREFRONT ACADEMY HARLEM CHARTER SCHOOL

445 East 115<sup>th</sup> Street, New York | Grades: K-5 | NYC Community School District 4

The State University of New York Trustees (the “SUNY Trustees”) approved Storefront Academy Charter School’s (“Storefront Schools” or the “education corporation”) authority to operate Storefront Academy Harlem Charter School (“Storefront Harlem”) on October 18, 2018. Storefront Harlem opened in fall 2019 serving 60 students in Kindergarten and 1<sup>st</sup> grade. The school is a replication of Storefront Academy Charter School (“Storefront Academy”), which opened in fall 2015 in the Bronx. Storefront Schools has a small team that supports both schools with operations, finance, and special education programming.

### MISSION

*The mission of Storefront Academy Harlem Charter School is to provide children of varied academic strengths a quality education option that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, the school instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Storefront Academy Harlem Charter School’s vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success.*

### CURRENT CHARTER

Serves: Kindergarten – 5<sup>th</sup>

Chartered Enrollment:  
150

Charter Expiration:  
July 31, 2024

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5<sup>th</sup>

Chartered Enrollment:  
220

Charter Expiration:  
July 31, 2027

### KEY DESIGN ELEMENTS

Scholar led learning;



Social emotional learning;



Performing arts; and,



High quality, sustainable partnerships.



## RENEWAL RECOMMENDATION

### SHORT-TERM RENEWAL

**Short-Term Renewal.** *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Storefront Academy Harlem Charter School for a period of three years with authority to provide instruction to students in Kindergarten – 5<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 220 students. The Institute makes this recommendation based on Storefront Academy Harlem Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*

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



have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,<sup>2</sup> which is likely to result in the charter school’s being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation with a demonstrated capacity to meet the charter school’s academic Accountability Plan goals and to operate the charter school in an educationally and fiscally sound fashion; or



have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple material respects.

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](#).

## RENEWAL RECOMMENDATION

### REQUIRED FINDINGS

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

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

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

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Storefront Harlem posted high academic achievement in the first year with scores available for analysis in 2021-22. However, the school's program, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple respects. The education corporation has a small shared services team that successfully navigated similar challenges at Storefront Academy when the SUNY Trustees granted it an initial Short-Term Renewal of three years in 2020. The Institute recommends the SUNY Trustees grant Storefront Harlem an initial Short-Term Renewal based on Storefront's Schools' record of performance improvement, allowing Storefront Harlem the opportunity to strengthen its academic program during the time a Short-Term renewal would allow.

Although Storefront Harlem identifies social emotional learning ("SEL") supports as a key design element, the school offers few opportunities for teachers and students to develop SEL skills. High levels of attrition among staff members and little available professional development on how to best serve vulnerable populations leaves some students, especially students with disabilities, underserved notwithstanding the school's legally compliant special education program.

Storefront Harlem continues to develop a complete set of curricular resources and systems to support effective instruction that would ensure a consistently rigorous academic experience for all students. This year, Storefront Harlem implemented new curricular programs and engaged external consultants to develop teachers' strategies to implement them effectively. As this is the first year with these new programs in place, the effectiveness of the changes is to be determined. However, the school has yet to realize a comprehensive system to gather and analyze student data in a way that provides comprehensive, detailed information about students achievement across all grade levels and classrooms that teachers can use to drive student achievement. High attrition rates also challenge the school's ability to professionally develop its teachers and ensure high quality instruction and the effective use of these new programs.

As the shared services team and school leaders work to build and stabilize these systems, the school must increase its overall enrollment to ensure a viable financial future. In the short term, cash reserves across the education corporation will cover Storefront Harlem's fiscal shortfall from low enrollment. The board is aware of the challenges to the school's financial health and academic performance but has yet to develop a clear action plan to lift Storefront Harlem's organizational performance to match that already realized at Storefront Academy. For instance, the board's strategic plan identifies broad areas for performance improvement but lacks measureable targets and specific plans to reach them.

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?*

The school posted its first set of state exam results suitable for analysis in 2021-22 and met its ELA and mathematics goals that year. In 2022-23, the school met its ELA goals but did not meet its mathematics goal.

## EXECUTIVE SUMMARY

- Storefront Harlem outperformed the district in English language arts (“ELA”) each year for which credible state assessment score are available. In mathematics, the school outperformed the district in 2021-22 but its in 2022-23 Storefront Harlem scored four percentage points below the district.
- The school’s effect sizes in ELA and mathematics demonstrate it performs higher than expected compared to schools throughout New York State enrolling similar concentration of economically disadvantaged students
- In 2022-23, Storefront Harlem grew the learning of its students in ELA at a rate that kept students on track to meet grade level expectations. In mathematics, the school posted low growth and its overall performance declined.

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

Storefront Harlem is becoming an effective, viable organization. As the school settles into its new facility following its move in August 2023, it has the opportunity to increase enrollment to match chartered projections and fill vacancies in key positions while ensuring each position at the school has clear responsibilities with measurable expectations for performance.

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

Storefront Schools is fiscally sound based on the Institute’s analysis of information submitted with the renewal application and regular fiscal monitoring documents collected throughout the charter term. Storefront Harlem struggled with low enrollment since its inception but the education corporation can overcome Storefront Harlem’s financial shortfall in the short term with equity built into the organization from Storefront Academy. For the past three years, Storefront Schools’ audit contained significant findings related to internal controls due to the capacity of the finance team. In the subsequent charter term, the education corporation must correct the deficiencies in internal controls over financial reporting, increase the finance office staff’s size, and segregate the duties to separate cash disbursements, payroll, and the journal entry process.

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

Given the time a short term renewal would allow, Storefront Harlem’s plans to demonstrate the school’s capacity to meet its goals are reasonable, feasible, and achievable.

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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 Storefront Academy Harlem Charter School a Short-Term Initial Renewal of three years.





# DP

DATA PRESENTATION

PAGES: 7-21

**AP**

ACADEMIC  
PERFORMANCE

**CP**

COMPLIANCE  
PERFORMANCE

**CS**

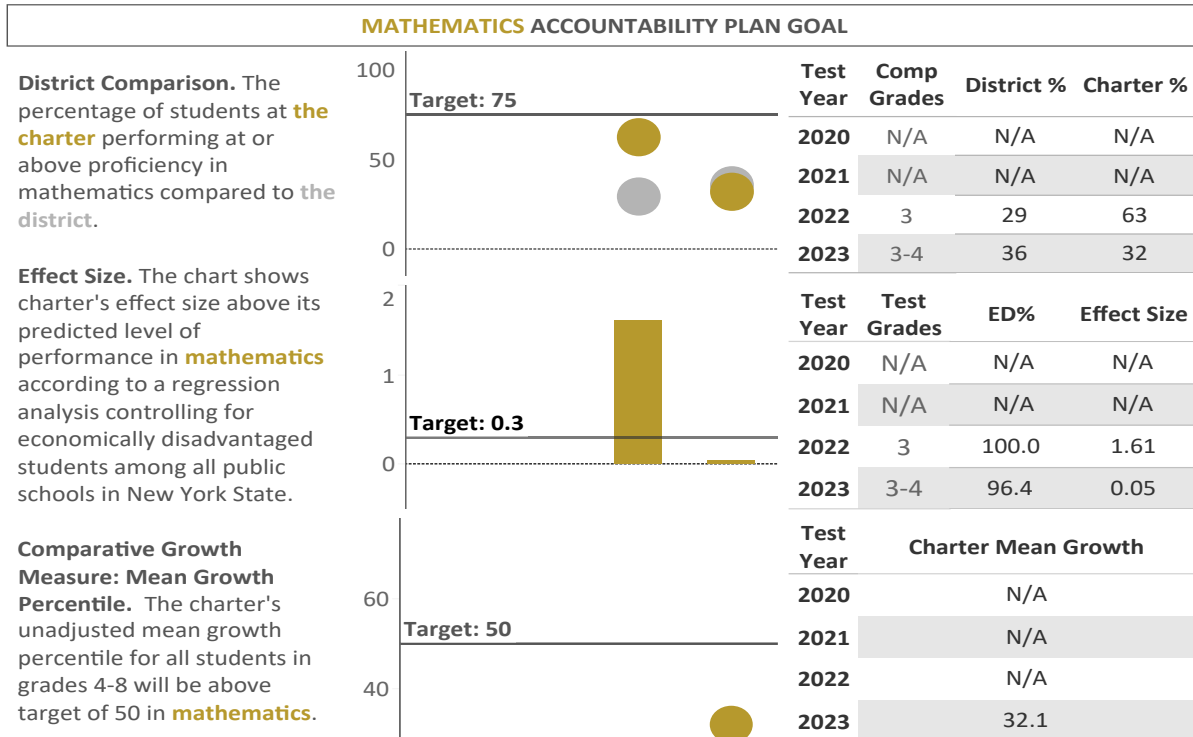
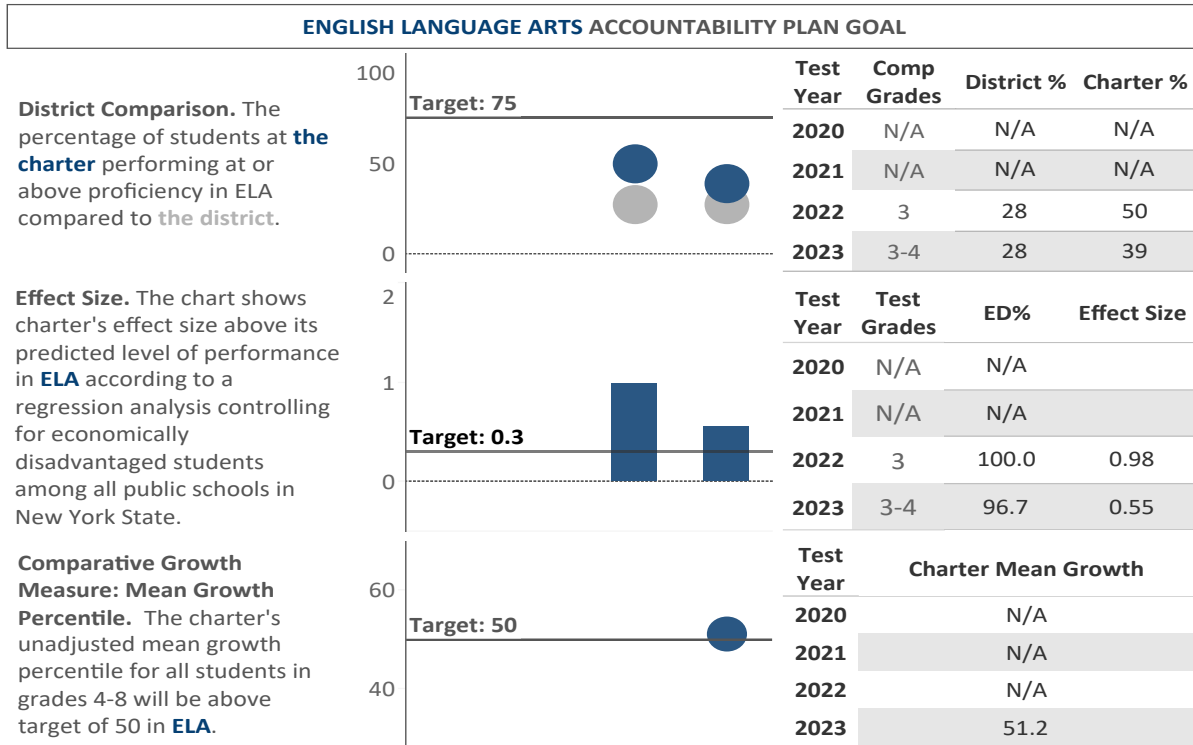
COMMUNITY  
SATISFACTION

**SD**

STUDENT  
DEMOGRAPHICS

## ACADEMIC PERFORMANCE

### STOREFRONT ACADEMY HARLEM CHARTER SCHOOL



## ACADEMIC PERFORMANCE

### STOREFRONT ACADEMY HARLEM 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**.

N/A

#### TESTED PERCENTAGES

	2022		2023	
	ELA	Math	ELA	Math
School Tested Number	11	11	30	32
School Tested %	100.0%	100.0%	85.7%	86.5%
District Tested %	80.0%	78.8%	80.3%	81.0%

#### SPECIAL POPULATIONS PERFORMANCE\*

	2022	2023
Students with Disabilities Tested on State Exam	1	8
Charter Percent Proficient on ELA Exam	s	0.0
District Percent Proficient	10.4	18.3
Tested on NYSESLAT Exam	0	0
Charter Percent 'Commanding' or Making Progress	N/A	N/A

\* 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?

Storefront Harlem first enrolled 3<sup>rd</sup> grade students during the 2021-22 school year. The school posted its first set of state exam results suitable for analysis in 2021-22 and met its ELA and mathematics goals that year. In 2022-23, Storefront Harlem continued to meet its ELA goal but did not meet its mathematics goals. The school met its science and Every Student Succeeds Act (“ESSA”) goals in the term. The data available in these two years are limited and the results by way of meeting or coming close to meeting Accountability Plan goals are mixed.

In ELA, Storefront Harlem met its goal in 2021-22 and 2022-23. With 50% of the school’s students enrolled in at least their second year scoring at or above proficiency the school outperformed the district by 22 percentage points. Storefront Harlem also posted an effect size far above the target of 0.3 indicating performance higher than expected to a large degree in comparison to demographically similar schools. In 2022-23, the school continued to outperform the district but the gap between the school and district narrowed to 11 percentage points from 22 in 2021-22. The school posted a positive effect size smaller in magnitude than the prior year but, at 0.55, above the target of 0.3.

In mathematics, Storefront Harlem met its goal in 2021-22 but did not do so in 2022-23. In 2021-22, 63% of the school’s students enrolled in at least their second year scored at or above proficiency exceeding the district performance by 33 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Storefront Harlem performed higher than expected to a large degree posting an effect size of 1.61. Concomitant with the school’s trend in ELA, Storefront Harlem’s mathematics achievement lost ground against the district 2022-23 and its comparative performance declined on the Institute’s comparative effect size analysis. That year, only 32% of students enrolled in at least their second year at the school scored at or above proficiency in mathematics narrowly underperforming the district by four percentage points. While the school posted a positive effect size of 0.05, it was smaller in magnitude than 2021-22 and indicated slightly higher performance than expected.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Storefront Harlem is developing a comprehensive assessment system that improves instructional effectiveness and student learning wherein teachers regularly use assessment results to identify student learning needs. The school uses the NWEA MAP (“MAP”) assessment for ELA and mathematics three times per year along with embedded assessments provided through the school’s literacy and mathematics curricula to measure academic growth regularly. Storefront Harlem also uses the Fountas and Pinnell Benchmark Assessment System (“F&P”) to assess reading levels throughout the year. Storefront Harlem prioritizes personalized growth and development for all students and regularly administers computer-based adaptive tests through Exact Path to inform reading and mathematics interventions during independent learning time. School leaders are working to move all assessments online to increase efficiency in collecting and analyzing the resulting data. The transition to online assessments offers opportunities for increased efficiency, real-time feedback, and comprehensive data analysis to support student learning and drive improvement. Board members, school leaders, and teachers understand the school’s record of student achievement and have structures in place to monitor progress throughout the year. However, few structures exist for teachers and leaders to analyze data to drive instructional support and other crucial instructional functions. For instance, the school demonstrated few routines to use data to identify differentiation strategies in lesson plans, topics for professional development, standards to reteach, effective intervention designs, and adjustments to student groupings. Although Storefront Harlem posted high results in the first charter term, the school has yet to develop data analysis systems to sustain its current level of achievement across all grade levels and content areas in a subsequent charter term.

#### CURRICULUM

Storefront Harlem has a curricular framework that provides a clear structure for instruction aligned to state standards. In ELA, teachers use the Lavinia Group’s Guided Reading, Close Reading, and Insight Humanities curriculum aligned with social studies and literacy standards across all grades. Storefront uses Envision Math, supplemented by Lavinia’s Math for Meaning, to support teachers in planning meaningful lessons incorporating mathematical problem solving and inquiry-based instruction. In partnership with Lavinia Group, school leaders and teachers have a process for selecting, developing, and reviewing scope and sequence documents for daily lesson planning. Although robust curricular resources provide clear performance expectations to facilitate meaningful lessons, inconsistent instructional practices highlight a lack of fidelity in curricular implementation across grade levels and content areas. As a result of teachers not following the established structure and instruction methods outlined by the curricular frameworks, the Institute observed inconsistencies in the rigor of teachers’ lesson content and expectations for student performance. The board, network leaders, school leaders, and teachers recognize the impact of high turnover on teachers’ depth of knowledge of the school’s curriculum and their ability to deliver it with fidelity, but the school did not present an actionable plan to mitigate teacher turnover and ensure all students receive consistent, high-quality instruction. By improving fidelity in curricular implementation, the school has an opportunity to align daily instruction with the curricular expectations, develop structures to evaluate curriculum effectiveness, and regularly review student data required to inform curricular revisions.

## ACADEMIC PERFORMANCE

### PEDAGOGY

The quality of instruction at Storefront Harlem is inconsistent and varies across grade levels and content areas. Although the curriculum and planning routines provide a high quality framework for delivering instruction, Storefront Harlem does not yet provide consistent coaching and support to teachers that would capitalize on these resources and drive rigorous instruction. The school acknowledges the impact of high teacher attrition and resulting staff shortages on its ability to establish a consistent school culture and classroom environment. Leaders are often pulled to cover classroom vacancies and have less time to coach and observe teachers than they would otherwise. These challenges manifest in inconsistent and sometimes ineffective instruction across classrooms. However, the school has some structures in place to support high quality pedagogy. For instance, teachers utilize a standard lesson plan template that identifies learning objectives, differentiation strategies for small group instruction, and expectations for guided and independent practice and assessments. Although the structure for planning lessons should support teachers to align activities and outcomes to state standards and prior learning, few observed lessons demonstrated teachers are able to implement lesson plans as designed regarding learning objectives, activities, and differentiation strategies. This lack of alignment between lessons as planned and lessons as executed reduces the effective use of instructional time and overall student engagement. Teachers use few strategies to check for understanding, thereby limiting opportunities to adjust instruction or provide immediate whole-group feedback, challenge students ready for more rigorous content, or provide individualized support for students requiring more intensive interventions throughout lessons. However, some teachers effectively plan and use small group activities to provide guided support and scaffolding as needed. Although reading, mathematics, and science curricular resources provide teachers with a wide range of effective instructional and questioning strategies to engage students in higher-order thinking, few teachers use instructional time to promote critical thinking skills, develop real-life connections based on lesson content, and generally develop a deeper understanding of concepts.

### INSTRUCTIONAL LEADERSHIP

Storefront Harlem lacks clear systems that support leaders and teachers to identify and target areas for improving instruction throughout the school. The school's instructional leaders are the principal and the assistant principal. These leaders sometimes observe instruction and provide feedback to teachers but have not established a data-informed structure for continual guidance that drives higher quality of teaching. High attrition among teachers exacerbates instructional leaders' struggle to effectively develop teachers' instructional strategies. Teachers and leaders do not yet share a common vision for high quality teaching and learning and leaders have not yet imbued teachers with clear expectations for high performance.

Prior to this year, instructional leaders used TeachBoost, an online application and data repository, to track teacher development with both formal and informal evaluations throughout the year. Teachers expressed receiving digestible feedback to improve practice through the use of that system. This year, leaders no longer use TeachBoost but plan to conduct informal observations aligned to the Danielson Framework. At the time of the renewal visit, the school had no tools in place to collect observation data nor did it have a process in place for observing instruction aligned to the Danielson Framework. Storefront Harlem's move to its current facility in late August, just prior to the start of the school year, disrupted the summer professional development



## ACADEMIC PERFORMANCE

sessions that would have marked the beginning of this process. Although teachers reported that they expect this process to begin, leaders and teachers could not share a clear timeline. This disruption and the school's lack of systems for collecting lesson observation data and identifying instructional improvement goals to support teachers limits instructional effectiveness.

Teachers meet each Friday afternoon to plan lessons and attend professional development sessions. Teachers rarely plan collaboratively with instructional leaders despite these weekly opportunities to do so. Leaders have little capacity to leverage this weekly time while managing teacher vacancies and other immediate needs.

Storefront Harlem's leaders receive coaching from an external consultant to support their ability to develop teachers. Leaders value this coaching despite current limitations on their ability to support teachers. Some strategies from the consultant's training are evident in teachers' practices, and teachers regularly access online professional development and other consultant resources to support their instructional delivery. Although promising practices, teachers' self-directed access to available resources does not constitute a systematic cycle of targeted, continuous improvement characteristic of high performing schools.

### AT-RISK PROGRAM

Storefront Harlem meets the educational needs of some students at risk of academic failure but teaching vacancies at the time of the renewal visit were preventing the school from appropriately supporting students with disabilities and English language learners ("ELLs"). Storefront Harlem considers multiple student data sources, including MAP results in ELA and mathematics, in the process of identifying students in need of targeted academic interventions. For 4<sup>th</sup> and 5<sup>th</sup> grade students, a score of 1 or 2 on the New York State ELA or mathematics assessment from the previous spring triggers targeted intervention. The school has appropriate processes in place for identifying students with disabilities and ELLs. Storefront Harlem relies on the New York City Department of Education's ("NYCDOE's") system to identify students with disabilities. Students who struggle academically or exhibit behaviors that appear to challenge academic progress are referred to the response to intervention ("RTI") process. The school identifies ELLs through a home language questionnaire ("HLQ") and an initial individualized interview. If the HLQ and interview indicate that a student's primary language at home is not English, the school administers the New York State Identification Test for English Language Learners ("NYSITELL").

Following the identification process, though, the school has insufficient systems to ensure teachers effectively progress monitor and support these students, particularly for students with disabilities. At the time of the renewal visit, the school did not have special education co-teachers in each classroom requiring one. It also lacked a clear plan to fill the vacant positions for teachers of students with disabilities who need integrated co-teaching ("ICT") or special education teacher support services ("SETSS") services. Teachers described initial training on student's individualized education program ("IEP") goals but could not articulate any other development opportunities on strategies to best serve students with disabilities, nor, at the time of the visit, teachers are not aware of specific IEP goals for students. Although the school established a partnership with an external partner to support issues about special education earlier in the charter term, that partnership was inactive at the time of the renewal visit. Classroom teachers and at-risk program staff members lack formal

## ACADEMIC PERFORMANCE

systems to coordinate notwithstanding informal conversations during pickup and drop-off before and after sessions. For ELLs and students who are struggling academically, the school has appropriate staff to support these students. However, at the time of the visit, the teaching staff were supporting in other roles and not focused on at-risk students.

### ORGANIZATIONAL CAPACITY

Storefront Harlem is developing the organizational structure necessary to deliver its educational program effectively. However, the school's low enrollment limits its capacity to fill key positions and confusion about the responsibilities among existing positions diminishes the school's overall effectiveness.

A small shared services team supports Storefront Harlem's operations and financial functions. The board placed the primary responsibility for overseeing the quality of the academic program on the principal; however, continual needs to cover vacant teaching positions and a lack of clearly documented responsibilities and expected outputs for each position obfuscated priorities for the principal and assistant principal. Although the evaluation criteria for these and other positions address instructional and operational processes and professional relationships between staff members, the evaluations lack measurable targets for clearly defined responsibilities. This lack of clarity is evident in other positions throughout the rest of the organization. Teachers, leaders, and other staff members are not able to articulate clear goals for their performance and have trouble identifying measurable short or long term priorities.

As a consequence of the organization's lack of role clarity, leaders have not deployed resources equitably to address immediate needs to improve the academic program. For instance, the school lacks the necessary routines and personnel to establish and maintain a classroom culture that engages students and focuses attention on academic achievement. The school and the shared services team have no strategy, clearly identified resources, or capacity to address Storefront Harlem's classroom management and culture building needs. For instance, without continual support from leaders to establish strong culture routines and apply behavioral consequences equitably across classrooms, teachers sporadically correct distracted students to stay on task but employ no other techniques to maintain students' focus and classroom culture.

Storefront Harlem experienced a high attrition rate among teachers this school year. In response, leaders are covering instructional duties, which constricts the leaders' ability to make plans to systematically support teachers to improve classroom management and instruction. Having experienced high attrition and unstable culture at Storefront, it is not clear that strategies that effectively mitigated staffing and culture concerns at Storefront are in place at Storefront Harlem. The school's unresourced and underdeveloped systems to establish and maintain a joyful culture focusing on academic achievement misalign with Storefront Harlem's key design element focusing on social and emotional learning.

Storefront Harlem does not yet maintain adequate enrollment and is projecting an operating deficit for 2023-24. The organization demonstrates little alignment about its ability to attract and retain the number of students it needs to fulfill its budget projections. Despite multiple, timely requests from staff members, the board only approved resources to support the school's student recruitment efforts in May of 2023, after the charter school application and lottery deadlines.



## ACADEMIC PERFORMANCE

### BOARD OVERSIGHT & GOVERNANCE

Storefront Schools' board does not yet effectively govern the school. The board has not had appropriate quorum at the majority of meetings over the last year, leaving it with the inability to legally conduct business. The board has few systems in place to adequately monitor the school's financial position, operational needs, and academic success, notwithstanding regular updates from leaders.

The board's fixed membership is set at 10. At the time of the visit, all six active board members must be in attendance from a noticed location that is open to the public to establish quorum; however, the board established appropriate quorum only one time during 2023. Current board members describe the need to attract new members with legal and education experience, and at least one member to serve as a community or parent representative. The board has no strategy to actively recruit new members and fill these vacant positions.

Although the board requests and receives updates from leaders at each meeting, board materials indicate the board lacks access to consistent data reporting typically found at high functioning charter schools. The board started this year collecting written and verbal updates from the interim executive director. Midyear, the board began hearing regular updates from the school's principal and assistant principal in addition to the interim executive director. Although this action is well intended, it confused organizational lines of reporting and accountability. At the time of the visit, the board was unclear about who would evaluate the principal's performance.

The board states its primary short term priority is enrolling more students to improve the school's financial condition. A strategic plan presented to the Institute's visit team provides some information about short and longer term priorities; however, the plan defines these priorities conceptually and would be strengthened by more concrete plans, timelines, and measurable expectations for organizational performance.

Despite its lack of strategic goals and measureable objectives, the board uses a consistent template to evaluate its performance following each meeting. The evaluation lacks validity given the absence of a clear plan and expectations for the organization's performance. Board members also report internally inconsistent data in their evaluations. For instance, the board indicated there is an "active, engaged board evidenced typically having all board members in attendance at the board meeting" despite not consistently having quorum throughout 2023.

## 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.*

#### STOREFRONT ACADEMY HARLEM CHARTER SCHOOL

##### **Annual Reports**

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and has posted portions of the annual reports on its website. The education corporation has not incorporated the annual financial audits in its postings in accordance with the charter and the Act and has not posted the most recent Accountability Plan Progress Report. The Institute will ensure compliance prior to the start of the next charter term.

##### **Board Minutes**

The meeting minutes need to reflect the final vote of each trustee for all actions and which trustees, if any, are participating by videoconference. The meeting minutes need to be posted to the website within two weeks of the public meeting or within one week of any executive sessions. The Institute is working with the education corporation to ensure compliance.

##### **Bylaws**

The bylaws require updating to reflect Storefront Harlem’s new address and the new requirements under the Open Meetings Law regarding participation by videoconference. The Institute will ensure compliance prior to the start of the next charter term.

##### **FOIL**

The education corporation’s Freedom of Information Law (“FOIL”) notice and FOIL subject matter list require minor revisions to fully comply with FOIL and FOIL regulations. The Institute is working with the education corporation to ensure compliance with FOIL before 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.

The education corporation actively seeks to hire teaching candidates who are either certified, on the path to earning certification, or willing to become certified. This year, the education corporation began working on a partnership with Teach for America to recruit certified and

## COMPLIANCE REPORTING

qualified teachers. Each year, the education corporation conducts an audit of instructional staff credentials and schedules meetings with uncertified teachers to discuss their path to certification and make certification a requirement for employment renewal. The education corporation also provides resources and support to ensure TEACH accounts are updated annually. This year, the education corporation began working with New York City Charter School Center's Teacher Certification Program to support teachers navigating certification.

At Storefront Harlem, three of the six lead teachers are uncertified which is within the allowable limit under the Act. The uncertified teachers all 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 NYCDOE’s annual family survey from the 2022-23 school year for Storefront Harlem. In 2022-23, 62% of families who received the NYCDOE survey responded. Of the families who responded, 96% expressed satisfaction with the school.

### ***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. Among the 12 parents in attendance for the interview, all were satisfied with the school’s overall performance. Parents explained the school’s teachers are very responsive to questions or concerns. They also appreciate the school’s activities that support student learning. In particular, parents mentioned their pleasure with the school’s explanation of MAP assessment results to measure learning progress and the Exact Path program to support students’ learning needs. While generally satisfied, some parents implored the school to hire more adults to ease the extraordinary workload teachers experience.

### ***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 Storefront Harlem’s renewal application on October 17, 2023 by videoconference. The principal spoke in support of the application and about how the school offers varied and rigorous academic experiences for students by utilizing intervention services, close communications with parents, a partnership with a tutoring company, differentiated instruction, and project-based and inquiry-based learning models. The school maintains positive relationships with families and provides workshops and information sessions to educate parents on the at-home supports their students may need. The assistant principal also spoke in support of the application and highlighted the school’s work to cultivate the joy of learning through individual recognition of each student and the social and emotional learning the school emphasizes. 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, 77% of Storefront Harlem 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.

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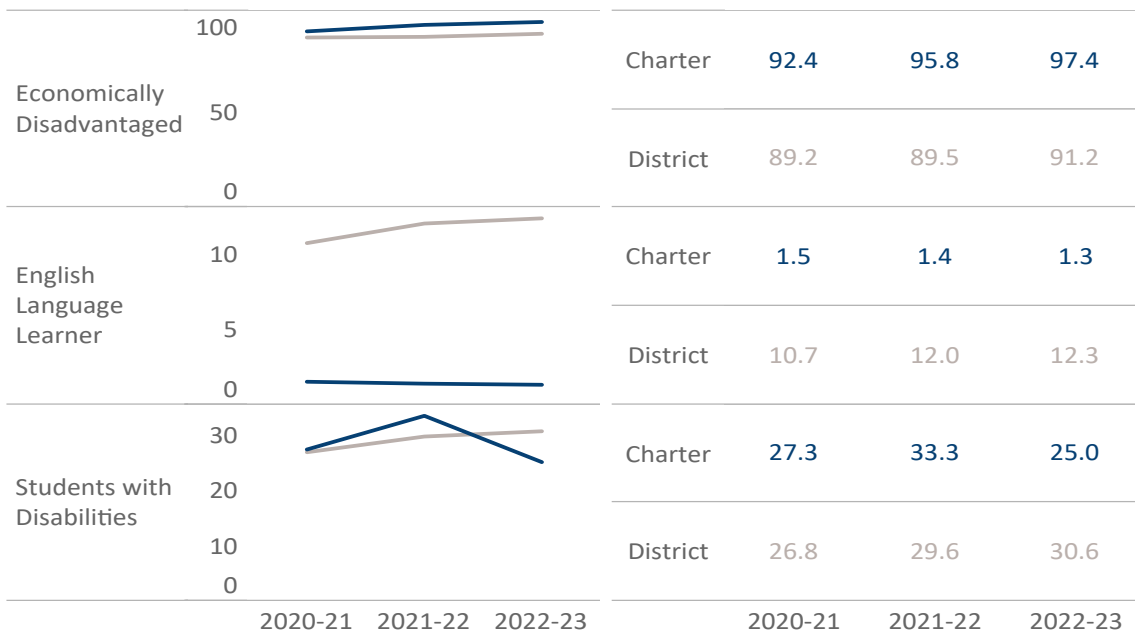
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*

## STUDENT DEMOGRAPHICS

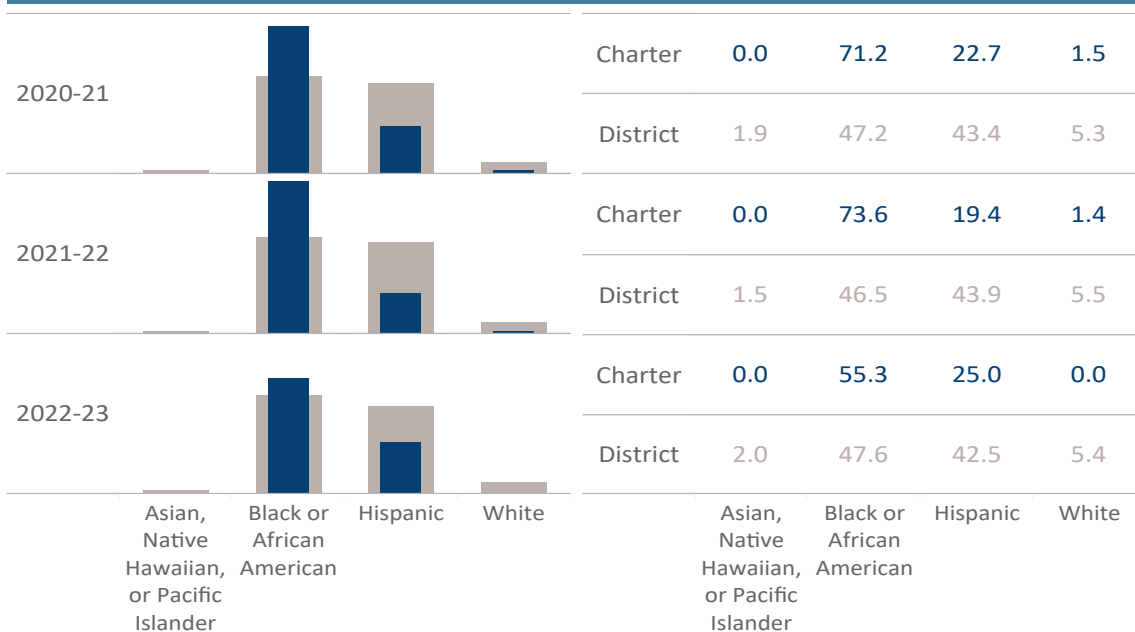
### Storefront Academy Harlem Charter School

Manhattan CSD 5

#### Student Demographics: Sub-populations



#### Student Demographics: Race/Ethnicity

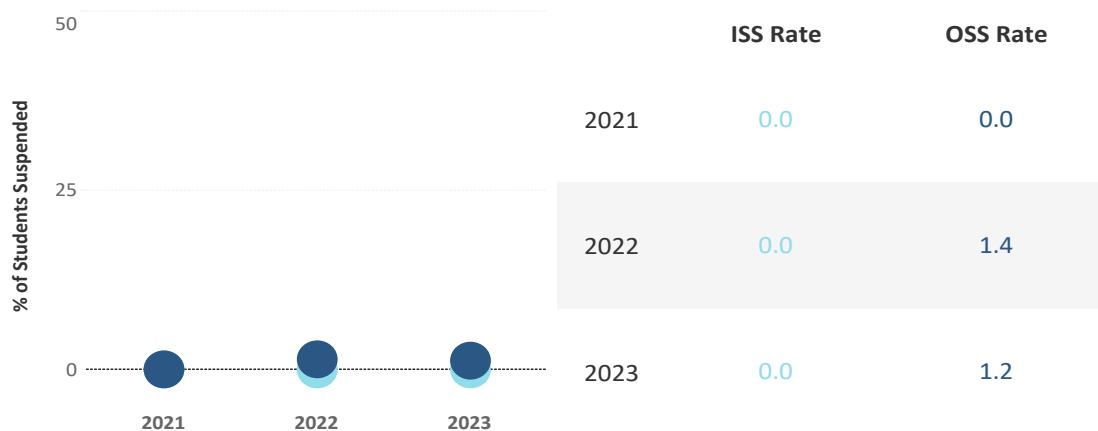


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### Storefront Academy Harlem Charter School

### Manhattan CSD 5



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
2020-21	94.9		
2021-22	72.6	0	0
2022-23	77.5	0	0

### Storefront Academy Harlem Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	91.6	95.1
	English language learners	14.6	2.4
	students with disabilities	20.2	24.4
retention	economically disadvantaged	88.0	80.9
	English language learners	88.4	100.0
	students with disabilities	88.2	81.0

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

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

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

Storefront Harlem includes an enrollment specialist in its staffing plan. The enrollment specialist works with a larger team of school leaders to develop a marketing strategy and monitor the school's progress toward meeting its enrollment goals. At the time of the renewal visit, Storefront Harlem was underenrolled by 60 students (about 40% of its chartered enrollment.) Notwithstanding the school's overall low enrollment, the enrollment among students with disabilities, ELLs, and economically disadvantaged students was not disproportionately lower than its overall enrollment. To meet these targets in the future, the education corporation will use the following strategies:

- Intentionally establishing the program in a facility and neighborhood that offer high curb appeal and are attractive to prospective families;
- Leveraging external consultants to promote and advertise the school's program;
- Providing information to daycare and early childhood programs located near the school in multiple languages;
- Creating general promotional materials in English and Spanish; and,
- Hosting community events at the school to bring prospective or interested parents and families into the school environment.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Storefront Schools is fiscally sound as is its school, Storefront Harlem, 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 Storefront Harlem and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for Storefront Harlem and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Storefront Academy Charter School education corporation because a school is not a legally distinct fiscal entity.*

Storefront Harlem launched in the 2019-20 school year and faced many of the typical challenges a new school faces like low enrollment and revenue. Year two brought challenges related to the COVID-19 pandemic, which also put more strain on Storefront Harlem's fiscal position as the school moved students to remote learning. As the network approached this first renewal, the board and the leadership team reviewed the education corporation's fiscal policies and procedures and made changes to improve the school's overall internal controls over financial reporting. The education corporation has partnered with a financial consultant firm to update the financial reporting structure, including enhanced fiscal oversight, utilizing a cloud-based payment platform for greater transparency on invoices and payments, and a dashboard, and a new procurement system that will allow the board to monitor the education corporation's finances in real-time. The consultant firm is currently acting as the back office of the education corporation. The board must closely monitor the finance team in the absence of a director of finance to ensure the corrective action plan is followed to correct audit findings from 2023 and unresolved findings from the previous years.

In January 2023, Storefront Schools leased a new building that can house their student population and give them room to grow their enrollment throughout the next charter term. Storefront Academy reported \$1.6 million in net assets and 1.4 months of cash on hand for immediate expenses as of June 22, 2023. Storefront Academy has a separate escrow account is fully funded in the event of dissolution.

Storefront reported an increase in current liabilities due to adoption of the ASC 842 effective July 1, 2022. ASC 842 is a lease accounting standard created by the Financial Accounting Standard Board (FASB) that requires all leases longer than 12 months to be reflected on the balance sheet. Storefront's key performance indicators related to the balance sheet present lower performance on the SUNY Fiscal Dashboard due to the adaption of the new lease accounting standard.

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.

## FISCAL ANALYSIS



### 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.	+

### 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.	MAY 2023

"+" : 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

The two most recent audits submitted to the Institute reference a reoccurring deficiency considered to be significant regarding the segregation of duties within the finance department due to under staffing. The most recent audit points that the school has two accountants performing multiple tasks. This deficiency needs to be addressed to avoid the possibility of administrative staff having the ability to misappropriate assets with limited supervision within the finance department.

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

## FISCAL ANALYSIS

### DOES THE 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

### STOREFRONT ACADEMY HARLEM CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Storefront Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### 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

	2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
Resident Student Enrollment	-	656,094	1,001,706	1,202,106	1,388,330
Students with Disabilities	-	154,773	177,449	346,597	244,224
State and local	-	7,817	-	33,446	-
Federal - Title and IDEA	-	64,903	65,671	65,478	86,636
Federal - Other	-	200,000	504,259	737,435	94,901
Other	-	-	253,547	-	-
NYC DoE Rental Assistance	-	198,645	297,699	350,000	409,720
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	1,282,232	2,300,331	2,735,062	2,223,811
Regular Education	-	991,619	973,943	1,418,518	1,559,119
SPED	-	346,300	479,521	702,237	577,510
Other	-	-	-	-	-
<b>Total Program Services</b>	-	1,337,919	1,453,464	2,120,755	2,136,629
Management and General	-	632,305	661,006	582,498	589,654
Fundraising	-	-	-	2,109	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	1,970,224	2,114,470	2,705,362	2,726,283
<b>Surplus / (Deficit) From School Operations</b>	-	(687,992)	185,861	29,700	(502,472)
Contributions	-	20,000	-	6,871	53,100
Fundraising	-	-	-	2,341	2,223
Miscellaneous Income	-	-	-	2	14,616
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	20,000	-	9,214	69,939
Total Unrestricted Revenue	-	1,302,232	2,300,331	2,744,276	2,293,750
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	1,302,232	2,300,331	2,744,276	2,293,750
<b>Change in Net Assets</b>	-	(667,992)	185,861	38,914	(432,533)
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	(667,992)	(482,131)	(443,217)
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	(667,992)	(482,131)	(443,217)	(875,750)

## FISCAL ANALYSIS

### STOREFRONT ACADEMY HARLEM CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Storefront Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

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

##### Total Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	439,781	517,904	507,196	434,674
-	-	569,363	554,384	814,374	695,976
-	-	141,305	146,806	137,871	149,550
-	-	-	-	-	-
-	-	1,150,449	1,219,094	1,459,441	1,280,200
-	-	215,232	226,144	277,732	275,243
-	-	-	-	-	-
-	-	-	-	-	-
-	-	322,679	322,678	322,679	435,000
-	-	7,586	9,909	6,075	24,017
-	-	62,575	54,566	112,069	277,194
-	-	18,145	27,901	166,566	46,154
-	-	2,836	21,523	107,330	100,521
-	-	29,994	41,096	67,579	73,234
-	-	160,728	191,559	185,891	214,720
-	-	1,970,224	2,114,470	2,705,362	2,726,283

#### CHARTER ANALYSIS

##### ENROLLMENT

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

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	100	150	200	250
-	-	60	150	100	125
-	-	41	62	70	78
Planning Year	-	K-1	K-2	K-3	K-4
-	-	-	-	-	-

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

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

Increase over prior year

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	16,150	16,123	16,844	17,626
0.0%	100.0%	-0.2%	4.3%	4.4%	

##### PER STUDENT BREAKDOWN

##### Revenue

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

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	31,198	37,025	38,841	28,558
-	-	487	-	131	898
-	-	31,684	37,025	38,972	29,457

##### Expenses

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

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	32,553	23,394	30,118	27,439
-	-	15,385	10,639	8,302	7,572
-	-	47,937	34,034	38,420	35,011
0.0%	67.9%	68.7%	78.4%	78.4%	
0.0%	32.1%	31.3%	21.6%	21.6%	
0.0%	-33.9%	8.8%	1.4%	-15.9%	
#DIV/0!	25.2%	14.0%	11.8%	19.6%	

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

##### % of Revenue Expended on Facilities

##### Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	4.1	6.9	5.4	9.7

##### Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	2.0	1.3	2.3	2.0

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

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

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A	N/A

##### 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)

	2018-19	2019-20	2020-21	2021-22	2022-23
0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

##### 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)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

##### 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)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

##### 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.)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### STOREFRONT ACADEMY CHARTER SCHOOL (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - <b>GRAPH 1</b>	
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	
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

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	1,543,162	928,635	977,960	1,103,555
Grants and Contracts Receivable	-	-	758,406	617,941	372,105
Accounts Receivable	-	17,418	-	-	-
Prepaid Expenses	-	96,714	55,247	60,594	46,143
Contributions and Other Receivables	-	440,308	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	2,097,602	1,742,288	1,656,495	1,521,803
Property, Building and Equipment, net	-	585,681	876,767	1,298,629	1,098,727
Other Assets	-	75,109	125,130	150,156	5,094,712
<b>Total Assets - GRAPH 1</b>	-	2,758,392	2,744,185	3,105,280	7,715,242

Accounts Payable and Accrued Expenses	-	159,965	76,497	61,448	140,974
Accrued Payroll and Benefits	-	456,061	471,882	492,236	379,863
Deferred Revenue	-	17,122	106,443	70,000	-
Current Maturities of Long-Term Debt	-	999,470	406,222	76,525	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	183,030	-	-	1,333,034
<b>Total Current Liabilities - GRAPH 1</b>	-	1,815,648	1,061,044	700,209	1,853,871
Deferred Rent/Lease Liability	-	341,929	397,453	391,728	-
All other L-T debt and notes payable, net current maturities	-	602,574	-	-	4,194,720
<b>Total Liabilities - GRAPH 1</b>	-	2,760,151	1,458,497	1,091,937	6,048,591

Without Donor Restrictions	-	(1,759)	1,285,688	2,013,343	1,666,651
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	(1,759)	1,285,688	2,013,343	1,666,651
<b>Total Liabilities and Net Assets</b>	-	2,758,392	2,744,185	3,105,280	7,715,242

Resident Student Enrollment	-	6,031,218	6,125,482	5,873,638	5,321,642
Students with Disabilities	-	577,529	683,850	1,045,947	942,398

State and local	-	76,901	-	33,446	1,000
Federal - Title and IDEA	-	296,698	455,466	395,770	393,569
Federal - Other	-	200,000	725,331	2,055,306	1,006,194
Other	-	-	1,087,214	49,443	-
NYC DoE Rental Assistance	-	955,539	1,075,001	1,151,194	1,230,943
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	8,137,885	10,152,344	10,604,744	8,895,746

Regular Education	-	4,829,314	5,229,942	5,952,415	5,716,193
SPED	-	1,229,857	1,757,355	2,007,111	1,826,728
Other	-	-	-	-	-
<b>Total Program Services</b>	-	6,059,171	6,987,297	7,959,526	7,542,921
Management and General	-	1,830,462	1,963,454	2,002,666	1,971,751
Fundraising	-	25,793	-	8,040	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	7,915,426	8,950,751	9,970,232	9,514,672
<b>Surplus / (Deficit) From School Operations</b>	-	222,459	1,201,593	634,512	(618,926)

Contributions	-	151,295	85,593	71,969	206,806
Fundraising	-	133,174	240	7,505	5,944
Miscellaneous Income	-	41,787	21	13,670	59,484
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	326,256	85,854	93,144	272,234

Total Unrestricted Revenue	-	8,464,141	10,238,198	10,697,888	9,167,980
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	8,464,141	10,238,198	10,697,888	9,167,980

<b>Change in Net Assets</b>	-	548,715	1,287,447	727,656	(346,692)
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	(550,474)	(1,759)	1,285,688	2,013,343
<b>Prior Year Adjustment(s)</b>	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	(1,759)	1,285,688	2,013,344	1,666,651

# FISCAL ANALYSIS

## STOREFRONT ACADEMY CHARTER SCHOOL (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

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

Total Expenses

2018-19	2019-20	2020-21	2021-22	2022-23
-	1,434,393	1,890,436	1,934,380	1,658,632
-	3,019,071	3,296,104	3,508,888	2,727,096
-	417,488	462,057	455,476	389,254
-	-	-	-	-
-	4,870,952	5,648,597	5,898,744	4,774,982
-	831,587	999,030	1,091,509	962,212
-	-	-	-	-
-	-	-	-	-
-	1,134,428	1,136,201	1,255,468	1,423,539
-	23,786	32,250	25,951	95,092
-	176,258	204,313	357,909	889,633
-	43,143	53,930	208,981	97,059
-	21,646	85,443	315,178	348,378
-	140,460	180,924	264,560	291,444
-	673,166	610,063	551,934	632,333
-	7,915,426	8,950,751	9,970,234	9,514,672

### CHARTER ANALYSIS

#### ENROLLMENT

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

2018-19	2019-20	2020-21	2021-22	2022-23
-	388	450	500	550
-	348	450	400	425
-	374	385	348	300
-	-	-	-	-
-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

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

-	21,753	26,350	30,514	29,630
-	872	223	268	907
-	22,625	26,573	30,782	30,537

##### Expenses

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

-	16,197	18,135	22,903	25,124
-	4,962	5,096	5,786	6,567
-	21,159	23,232	28,689	31,691
0.0%	76.5%	78.1%	79.8%	79.3%
0.0%	23.5%	21.9%	20.2%	20.7%
0.0%	6.9%	14.4%	7.3%	-3.6%
#DIV/0!	13.9%	11.2%	11.8%	16.0%

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

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

-	7.2	7.0	6.3	9.4
---	-----	-----	-----	-----

#### Faculty to Admin Ratio

-	3.3	2.2	2.5	1.5
---	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.6	2.3	2.3	1.2
N/A	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Strong	Fiscally Adequate

#### 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)

0	281,954	681,244	956,286	(332,068)
0.0%	3.3%	6.7%	8.9%	-3.6%
0.0	1.2	1.6	2.4	0.8
N/A	HIGH	MEDIUM	MEDIUM	HIGH
N/A	Poor	Good	Good	Poor

#### 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)

0.0	1.1	1.6	2.3	0.8
N/A	MEDIUM	MEDIUM	MEDIUM	HIGH
N/A	Good	Good	Good	Poor

#### 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)

0.0	1.0	0.5	0.4	0.8
N/A	HIGH	MEDIUM	LOW	MEDIUM
N/A	Poor	Good	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.)

0.0	2.3	1.2	1.2	1.4
N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
N/A	Good	Good	Good	Good



## FUTURE PLANS



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

*Storefront Harlem continues to build effective governance, leadership, and instructional support systems which, given the additional time a short charter term would allow, are likely to improve student learning. In service of stabilizing the school's operations and academic program, the school intends to maintain its current program design and organizational structure. Storefront Harlem will prioritize increasing enrollment and fully resourcing the existing program.*

#### STOREFRONT ACADEMY HARLEM CHARTER SCHOOL

**Plans for the Charter's Structure.** The education corporation 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 its high quality curricular programs and developing its supports for teachers to do so effectively.

**Plans for Board Oversight & Governance.** The board must fill its vacant positions and plans to do so with new members bringing specific experience and expertise, including law, Kindergarten – 12<sup>th</sup> grade academics, and community engagement.

**Fiscal & Facility Plans.** Storefront Academy presents reasonable and conservative five year revenues and expenditures projections for the next charter term. The education corporation's engagement with its financial consultant will provide tools and transparency and fiscal management skills to the board to closely monitor the finances in real time and make data driven decisions for future fiscal projections and to maintain proper internal controls over financial reporting.

In January 2023, Storefront Academy signed a 32-year lease for a property at 445 East 115<sup>th</sup> Street that will adequately house the student population and give them room to grow their enrollment over the next charter term. The education corporation financed the new facility using rental assistance and renovation funding negotiated to upgrade the space to their current needs.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	150	220
<b>Grade Span</b>	K – 5	K – 5
<b>Teaching Staff</b>	9	13
<b>Days of Instruction</b>	180	180

Storefront Harlem

# Ax

## APPENDICES

### PAGES Ax 1-14

CO<sup>A</sup>

CHARTER  
OVERVIEW

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EO<sup>B</sup>

ED CORP  
OVERVIEW

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INFORMATION

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## STOREFRONT ACADEMY HARLEM CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Richard Bayles	Amanda Low
VICE CHAIR	Gretchen Pusch
Peter Low	Jonathan Stearns
TREASURER	
Justin Tolliver	

## CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	60	41	68%	K – 1
2020-21	150	62	41%	K – 2
2021-22	100	70	70%	K – 3
2022-23	125	78	62%	K – 4
2023-24	150	95	63%	K – 5

## APPENDIX A: CHARTER SCHOOL OVERVIEW

### TIMELINE OF CHARTER SCHOOL RENEWAL



### CHARTER SCHOOL VISIT HISTORY

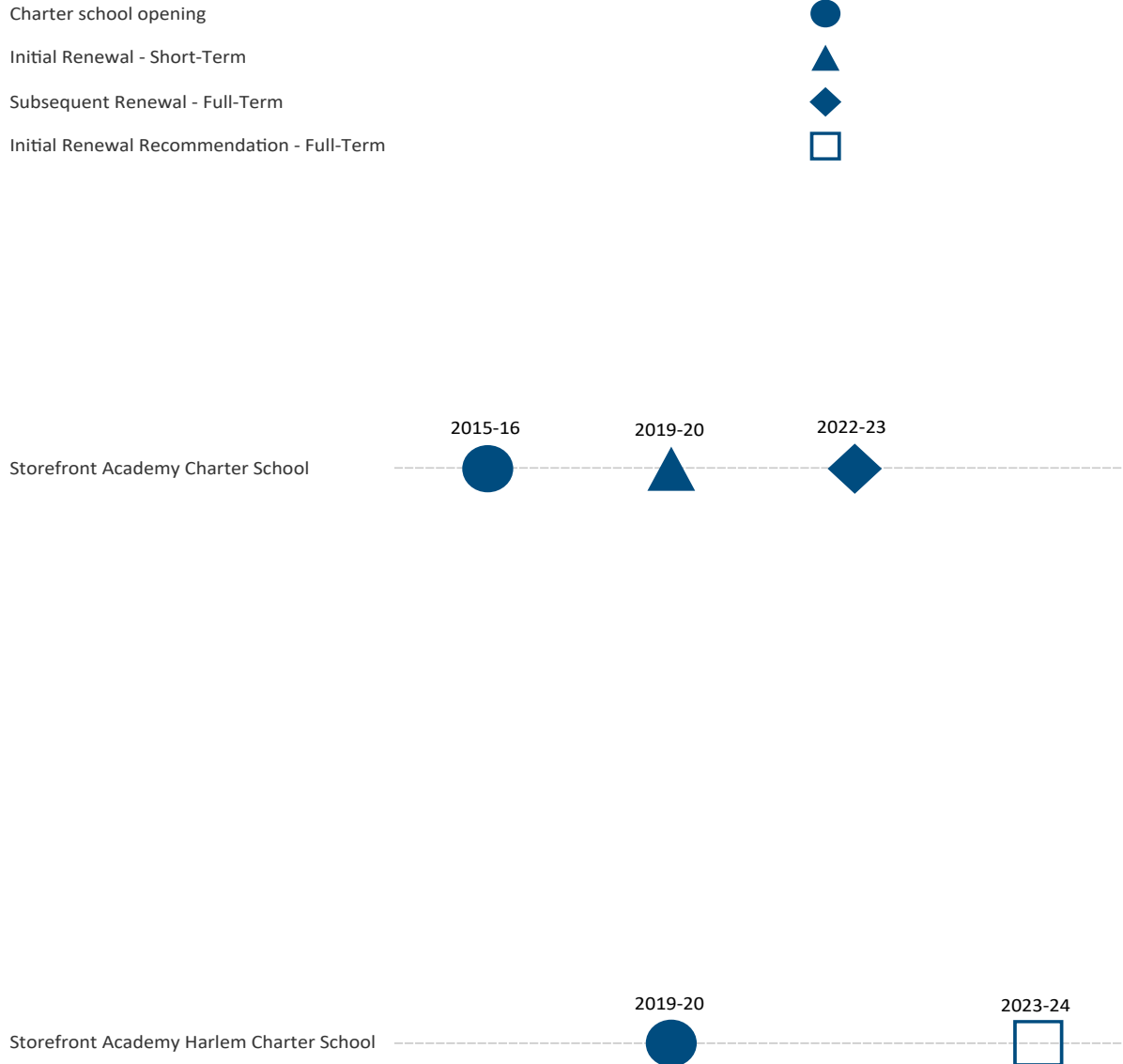
SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (Virtual)	May 20, 2021
2021-22	School Evaluation Visit	June 7 – 8, 2022
2023-24	Initial Renewal Review	November 2 – 3, 2023

### CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 2 – 3, 2023	Jeff Wasbes	Executive Deputy Director for Accountability
	Katherine Malitzky	External Consultant
	Kennesha Kelly	External Consultant



## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

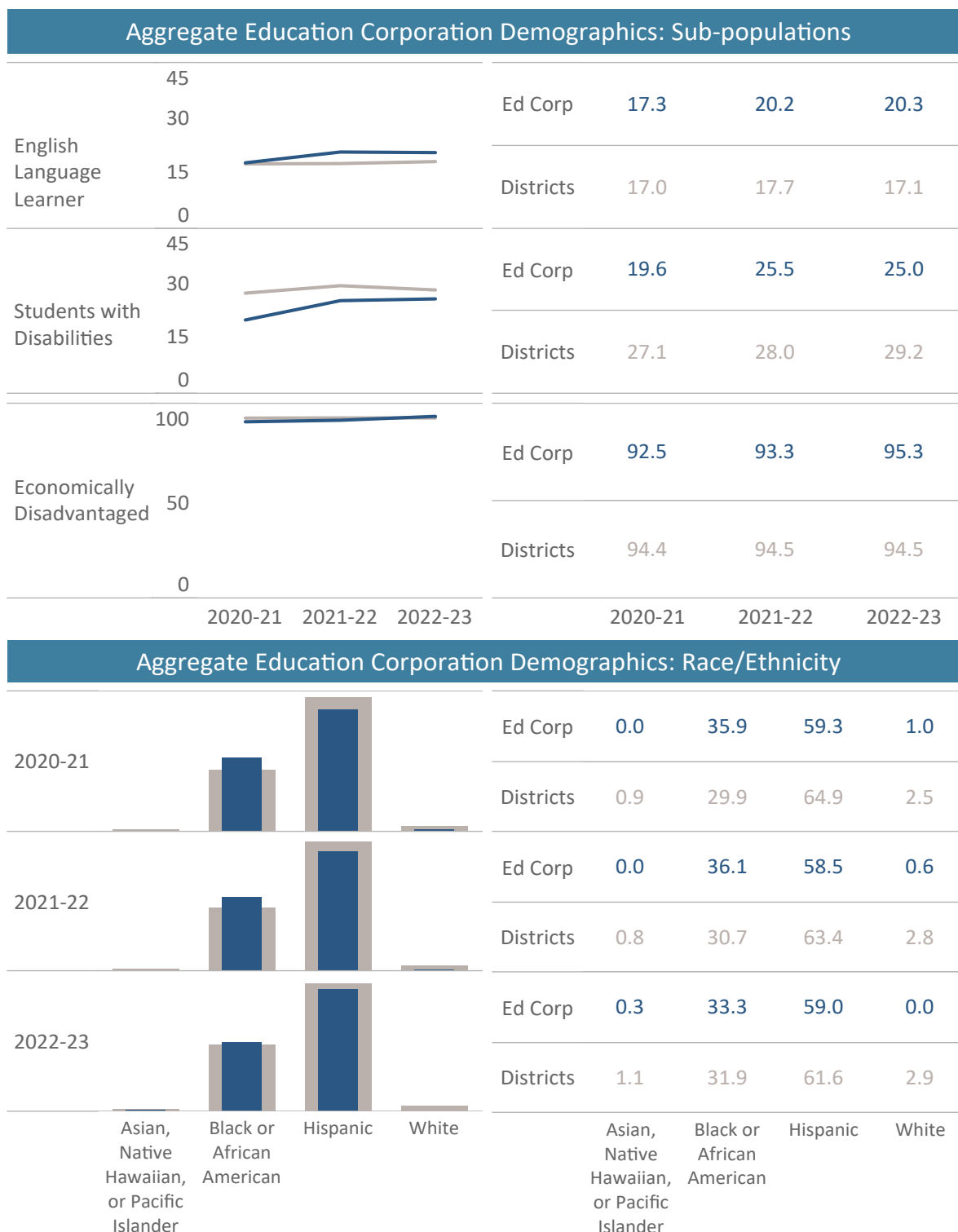




EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Storefront Academy Charter School	CSD – 7	No	325	K – 5
Storefront Academy Harlem Charter School	CSD – 5	No	150	K – 5

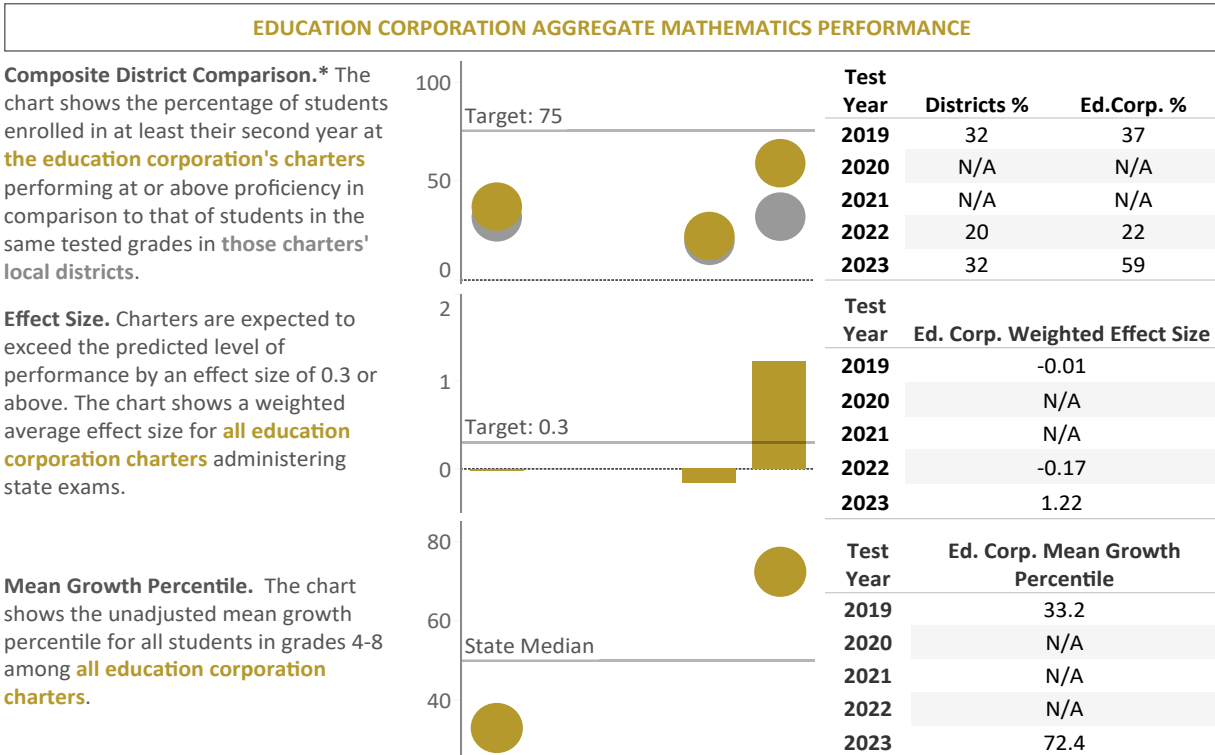
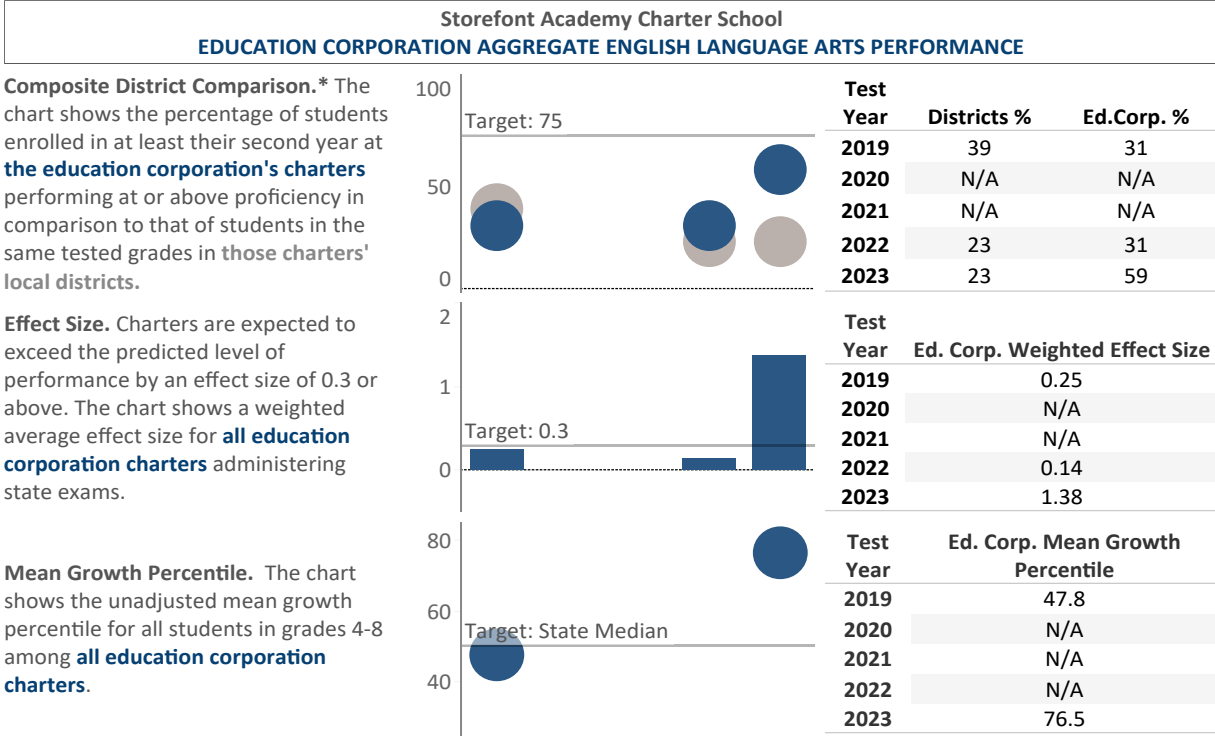
### Storefront Academy Charter School Aggregate Education Corporation Enrollment



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

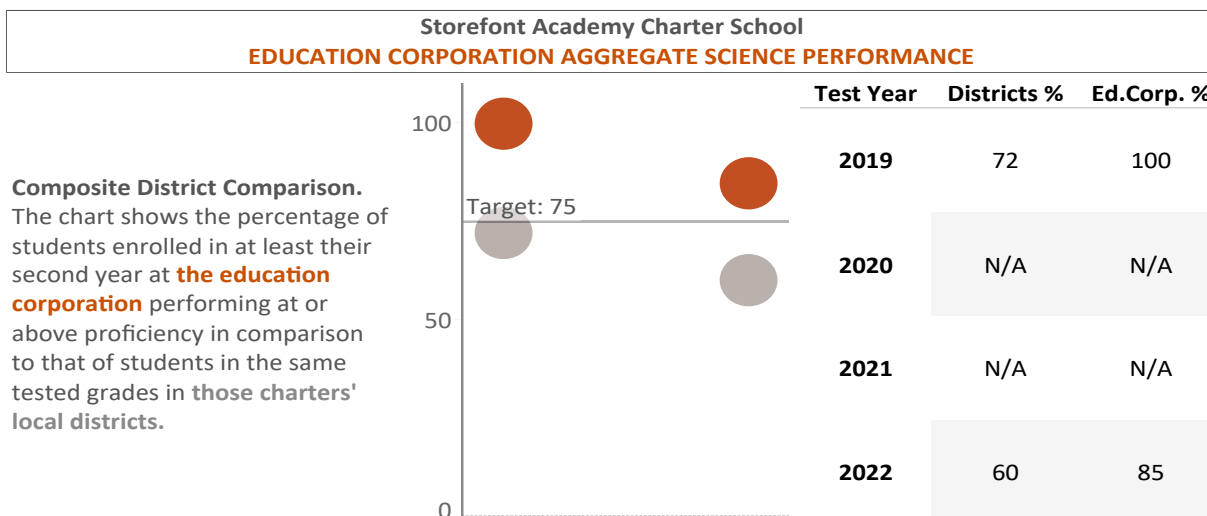
STOREFRONT SCHOOLS:

AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

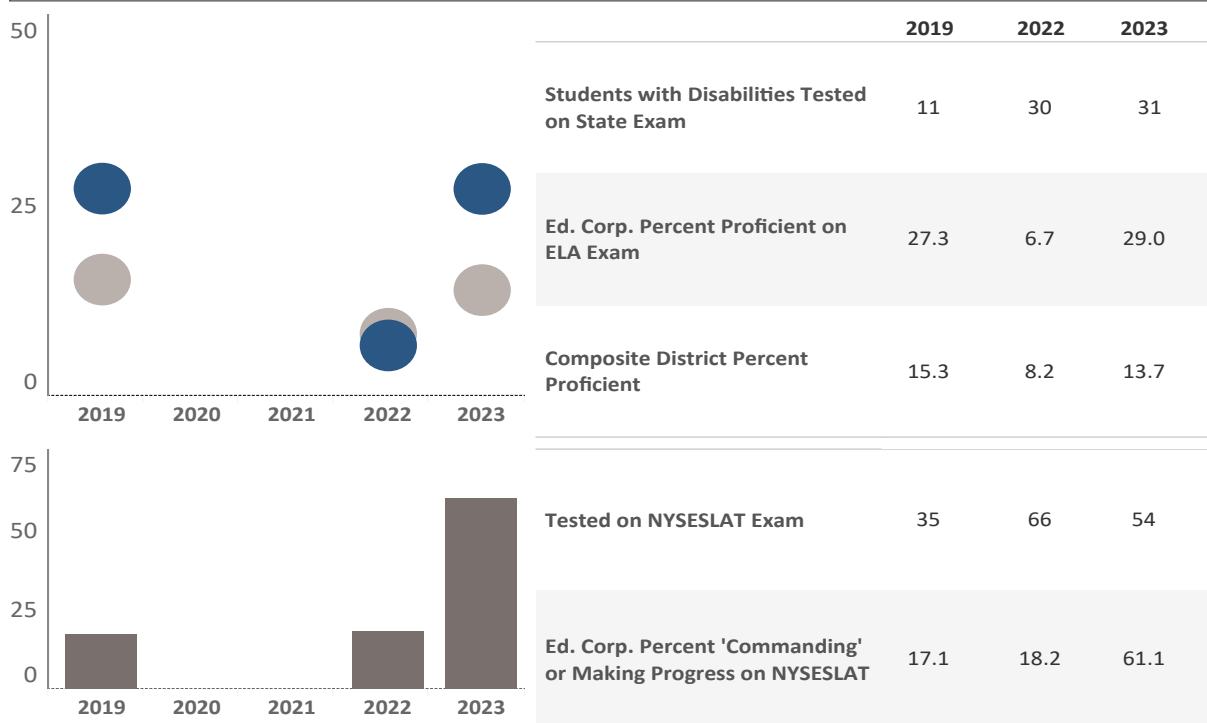




## STOREFRONT ACADEMY CHARTER SCHOOL: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

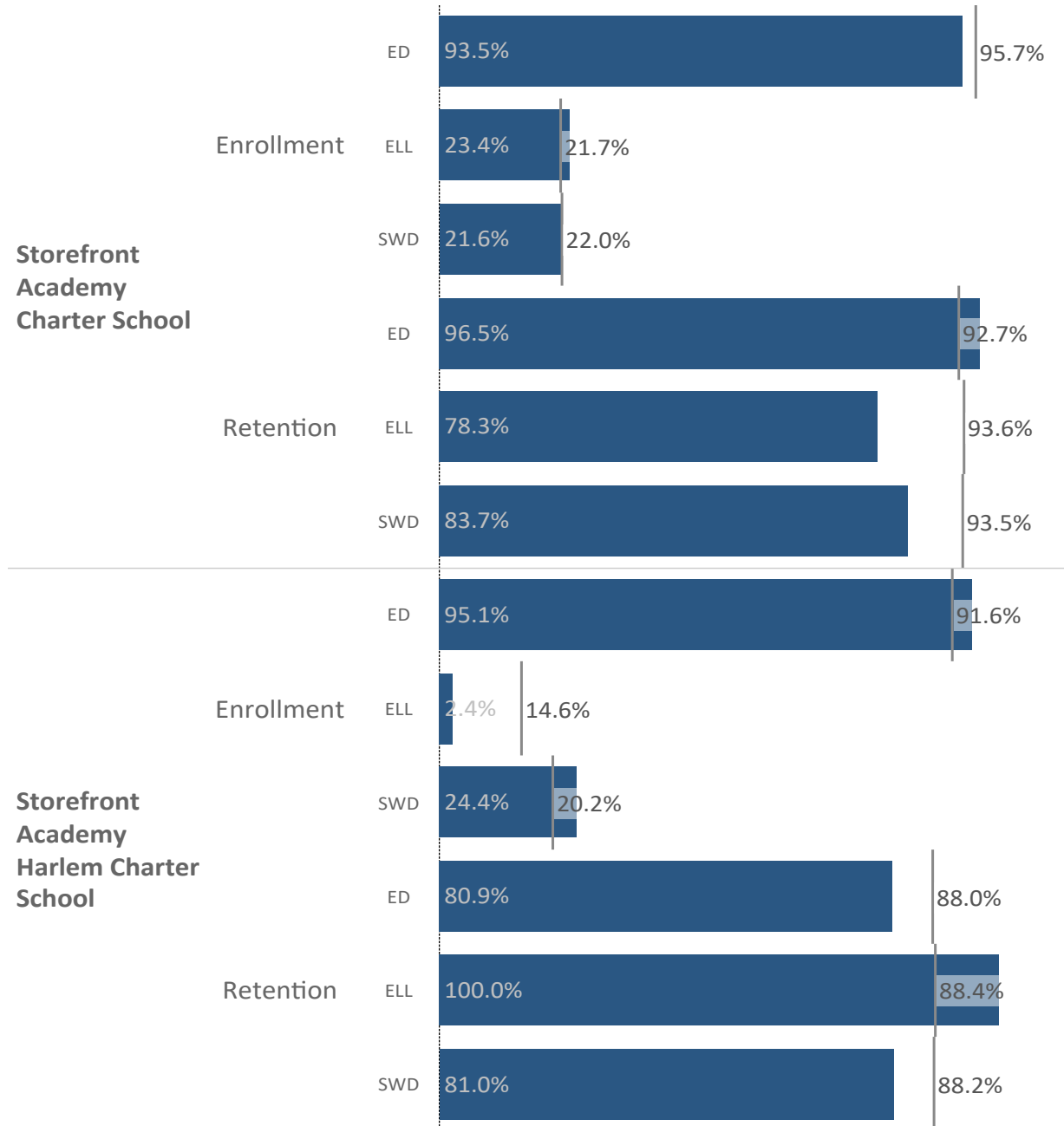


### AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION\*



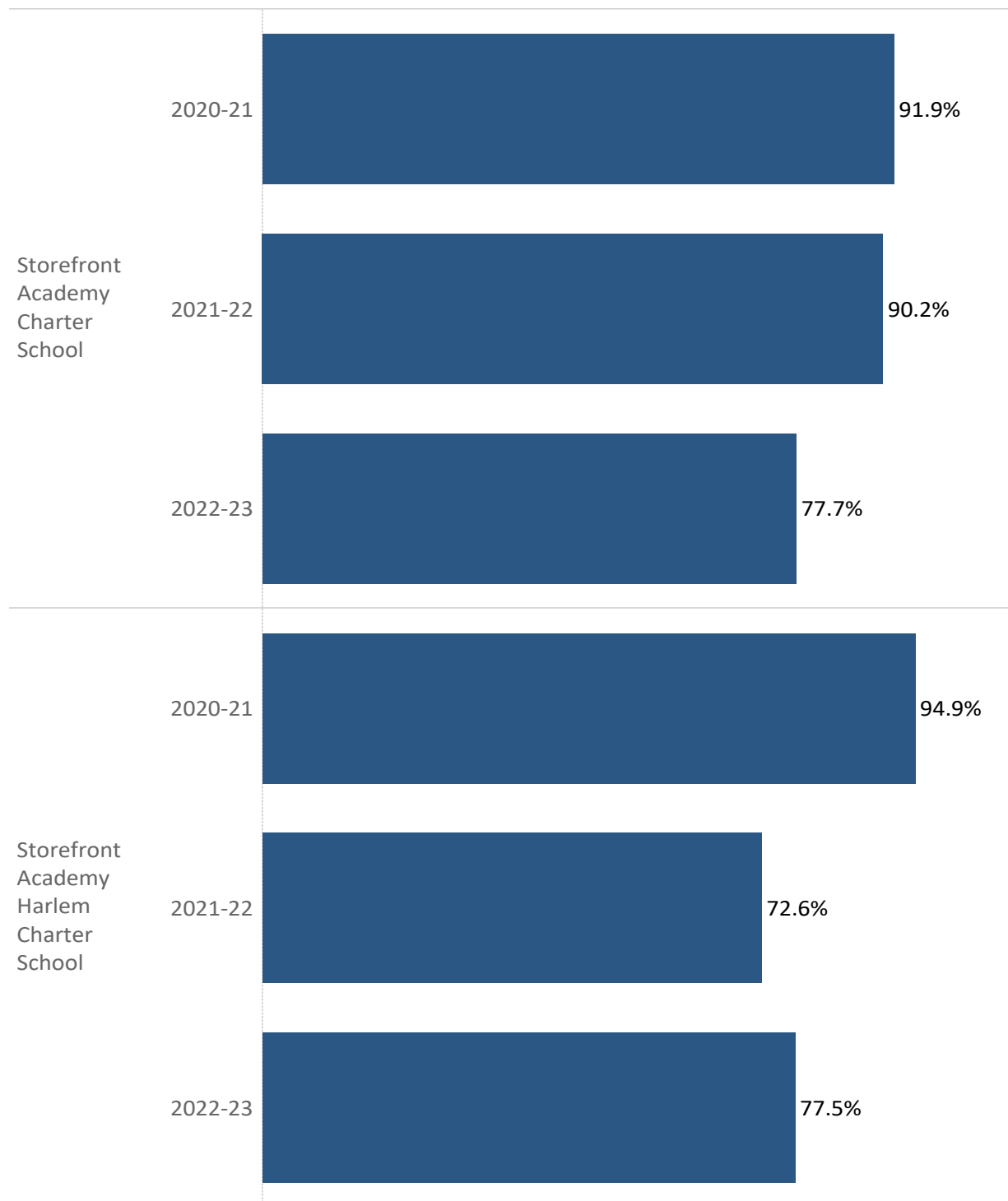
\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making 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.

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

## PERSISTENCE IN ENROLLMENT



**Suspensions: The education corporation's out of school suspension rate and in school suspension rate.**



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

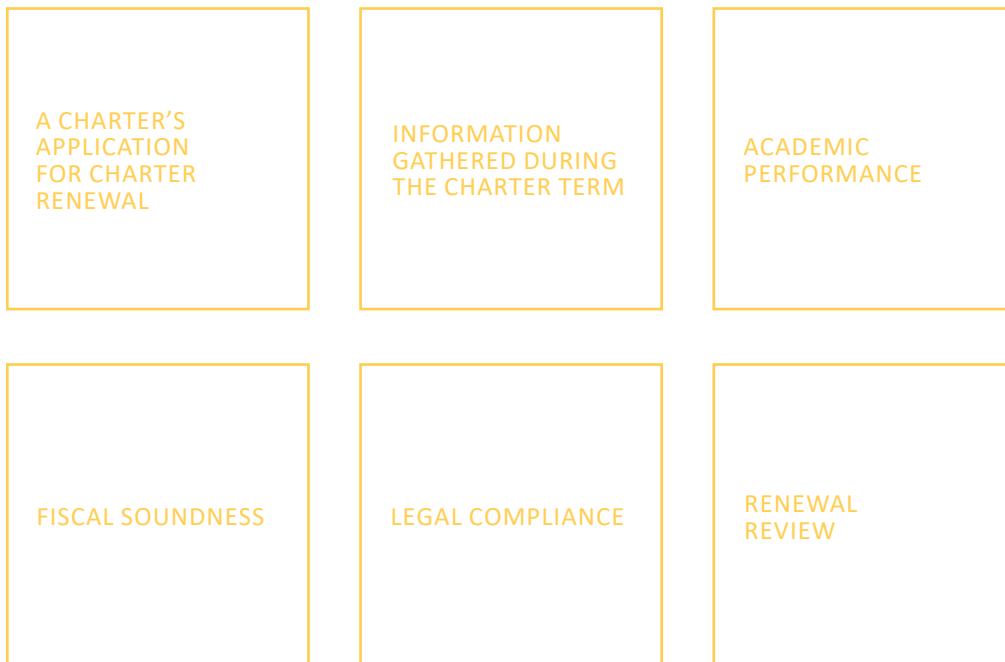
**During the most recent school year, the education corporation expelled 0 students.**

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

#### REPORT FORMAT

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

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



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

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

## REPORT FORMAT

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

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

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

**IS THE CHARTER FISCALLY SOUND?**

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

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

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

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

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

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

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

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





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