

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
FORTE PREPARATORY ACADEMY
CHARTER SCHOOL*

Report Date: March 9, 2022

Review Date: September 23, 2021

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

51-35 Reeder Street, Queens, New York | Grades: 5-8 | Community School District 24

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Forte Preparatory Academy Charter School (“Forte Prep”) on June 13, 2016. The charter opened its doors in fall 2017 serving 90 students in 5th grade.



MISSION

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in 5th through 8th grade to excel in college preparatory high schools and use their leadership and voice to change the world.

CURRENT CHARTER

Serves: 5th – 8th

Chartered Enrollment:
360

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: 5th – 8th

Chartered Enrollment:
360

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

High expectations for academic success;	+
High expectations for structure and personal behavior;	+
Emphasis on literacy;	+
Teacher quality;	+
Data drives instruction; and,	+
Meaningful, integrated arts and digital opportunities.	+

CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Forte Preparatory Charter School's first graduating class of 8th grade students in 2020-21 has an impressive record of high school acceptances. Eight students received seats at New York City Department of Education ("NYCDOE") specialized high schools including Brooklyn Latin, Brooklyn Tech, High School of American Studies at Lehman College, Queens High School for the Sciences at York College, and Stuyvesant High School. In addition to specialized high school admission, the charter has an equally impressive record of supporting students into competitive support programs such as Prep for Prep, TEAK, and REACH; the charter has at least two students from its initial 8th grade cohort participating in each of those programs.

SUMMARY OF COVID-19 RESPONSE

Forte Preparatory Charter School ("Forte Prep") quickly transitioned to a fully remote program in March 2020 in response to the COVID-19 pandemic closures. To launch the 2020-21 school year, the charter offered families a robust hybrid instructional program until March 2021. 70% of students attended hybrid instruction with attendance exceeding 90% during the 2020-2021 school year. The charter raised over \$75,000 to provide direct support to families while also ensuring a smooth technological transition to the virtual environment. Students and families received upgraded technology supports such as Kindles for at-home independent reading, replacements of 8th grade chromebooks to allow for touchscreen capabilities, and cash assistance for groceries. Leaders and teachers prioritized meaningful and rigorous instructional time; created systems and procedures responsive to the most up-to-date public health guidance; and, prioritized the health and safety of students, staff members, and families. Furthermore, the charter created and improved its remote learning systems to support students inside and outside of the building including students with disabilities, English language learner ("ELL") students, and other vulnerable populations.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the "Institute") recommends that the SUNY Trustees' Charter Schools Committee approve the Application for Charter Renewal of Forte Preparatory Academy 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 360 students. The Institute makes this recommendation based on Forte Preparatory Academy Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the "SUNY Renewal Policies").¹*

To earn 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

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

FINDINGS & INFORMATION

Is the charter an academic success?

Forte Prep is an academic success. During its five year charter term, Forte Prep has met its key Accountability Plan goals in English language arts (“ELA”) and mathematics. In the charter’s first year of testing students enrolled in their second year, Forte Prep outperformed the district in both ELA and mathematics; notably, the charter exceeded the district in mathematics by 35 percentage points.

Is the charter an effective, viable organization?

Forte Prep is an effective, viable organization. Leaders closely monitor the effectiveness of the educational program to ensure that all students have support and make progress toward meeting academic goals.

Is the charter fiscally sound?

Forte Prep is fiscally sound. The charter met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

If the SUNY Trustees renew the education corporation’s authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

Forte Prep is an academic success supported by an effective and viable organization. If renewed, the charter plans to implement similar elements for the academic program that led to success for students in its initial charter term.

Forte Prep expanded its leadership team in 2020-21 to include curriculum chairs to provide additional support for teachers. With additional support for teachers and students, the charter builds out systems to ensure students are accelerating learning in areas where students experienced missed learning during the remote and hybrid learning periods. Forte Prep establishes an effective assessment system, which includes detailed analysis to keep teachers well-informed of students needs and successes. The charter is aware of existing missed learning during the remote learning periods and is utilizing TNTP’s Learning Acceleration Guide (TNTP is formerly known as The New Teacher Project, and is a not-for-profit educational support organization that provides consultancy services to schools across the U.S.A.) as a framework to close learning gaps.

EXECUTIVE SUMMARY

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 Forte Preparatory Academy Charter School an initial renewal of five years.

DP

DATA PRESENTATION

PAGES: 7-19

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

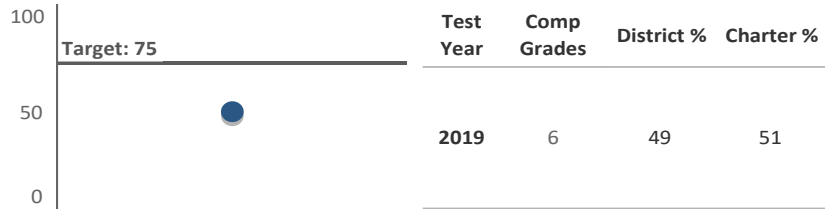


ACADEMIC PERFORMANCE

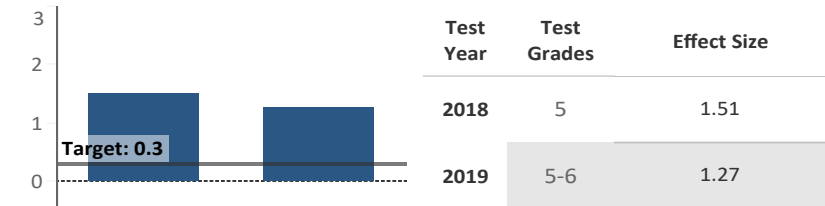
FORTE PREPARATORY ACADEMY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

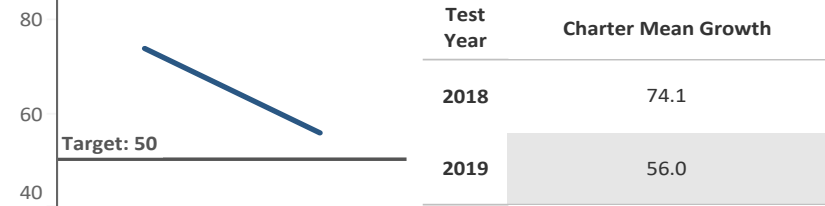
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

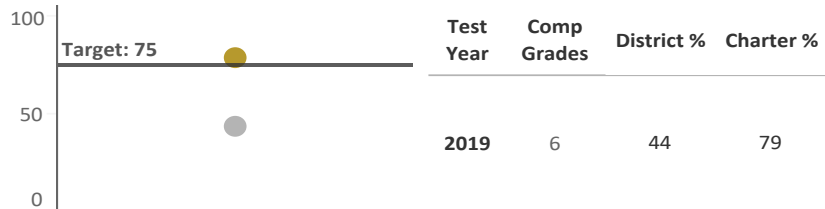


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

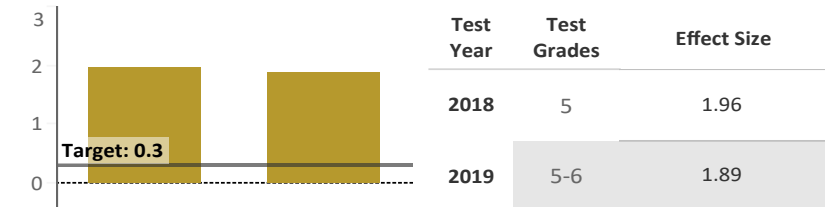


MATHEMATICS ACCOUNTABILITY PLAN GOAL

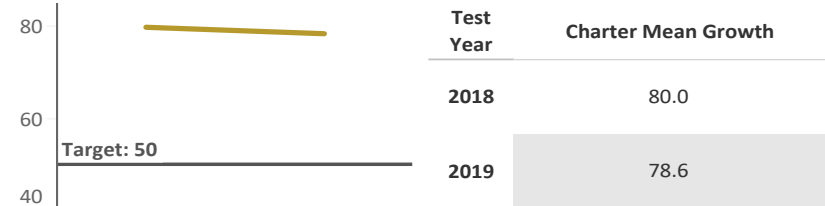
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.





ACADEMIC PERFORMANCE

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

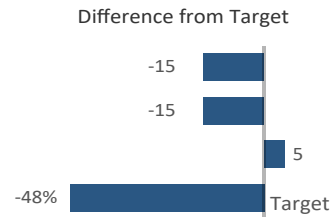
Science: Comparative Measure.

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

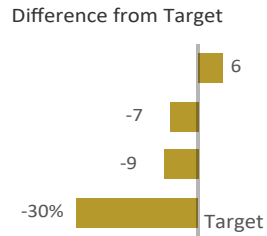
NA

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

Measure	Subgroup	Target	Tested	Results
Growth	All students	50	169	35
Equity 1	Gap closing	55	121	40
Equity 2	Students with disabilities	35	49	40
Absolute	2+ students	75%	136	27%



Measure	Subgroup	Target	Tested	Results
Growth	All students	50	154	56
Equity 1	Gap closing	55	101	48
Equity 2	Students with disabilities	56	53	48
Absolute	2+ students	75%	139	45%



SPECIAL POPULATIONS PERFORMANCE**

	2018	2019
Students with Disabilities Enrollment	21	38
Tested on State Exam	20	36
Charter Percent Proficient on ELA Exam	20.0	11.1
District Percent Proficient	8.9	10.7
ELL Enrollment	17	29
Tested on NYSESLAT Exam	16	28
Charter Percent 'Commanding' or Making Progress	0.0	53.6

* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



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

During its initial charter term, Forte Prep met its key academic Accountability Plan goals in ELA and mathematics. In each year of the Accountability Period with available state test data, Forte Prep exceeded the targets for all comparative and growth measures in both subjects. The charter first enrolled students in 8th grade during 2020-21, and did not yet produce results on the state science exam to evaluate attainment of its science goal. Forte Prep remained in good standing according to the state's accountability system over the term.

During 2017-18 and 2018-19, Forte Prep posted strong results in ELA and mathematics. The charter posted effect sizes in both subjects that surpassed the target of 0.3 in both years indicating the charter school performed higher than expected to a large degree compared to public schools across the state enrolling similar percentages of economically disadvantaged students. Notably in 2018-19, the charter school's students enrolled in at least their second year posted a proficiency rate of 79% in mathematics exceeding the absolute target by four percentage points and the district performance by 35 percentage points. Forte Prep also posted exceptionally high mean growth percentiles in both subjects. In 2017-18, the charter school's mean growth scores exceeded the target of 50 by 24 points in ELA and 30 points in mathematics.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for charters and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.
4. Absolute Measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

ACADEMIC PERFORMANCE

In the absence of state exam data suitable for analysis in 2020-21, Forte Prep administered the nationally-normed NWEA MAP assessment to demonstrate success on its key academic Accountability Plan goals of ELA and mathematics. The charter school generated growth and achievement results aligned to four measures established by the Institute. That year, Forte Prep students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalency of 27% and 45% in ELA and mathematics, respectively. While this level of achievement fell below the target of 75%, the charter posted median growth percentiles that demonstrate progress toward proficiency across subgroups. In ELA, students with disabilities and students who had not achieved proficiency of the fall diagnostic both posted median growth percentiles that exceeded the growth for all students by five points. In mathematics, Forte Prep's students posted a median growth percentile of 56 surpassing the target of 50.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Forte Prep has an assessment system that improves instructional effectiveness and student learning. The program administers a variety of diagnostic, formative, and summative assessments including NWEA MAP, STAR Reading, and internally developed unit assessments such as quizzes, tests, and trimester exams. The charter partners with external consultants to develop a series of integrated data dashboards which enables teachers and leaders to more easily identify trends in student performance and create goals that directly address gaps in student learning. The program's data driven approach allows teachers to plan purposeful lessons and implement instructional adjustments that drive student achievement and mastery of learning standards. The program's assessment system also informs professional development plans and coaching strategies that support teachers' growth and students' academic progress.

CURRICULUM

Forte Prep has a curricular framework that provides a fixed structure aligned to state standards. The program's curriculum supports teachers in their instructional planning and has a framework that sets high expectations for students and teachers. Teachers use a variety of sources to develop lesson plans such as EngageNY, Zearn Math, and other internally developed materials aligned to state standards. Forte Prep uses the TNTP Learning Acceleration Guide as an anchoring text for accelerating learning this school year. The curricular program prioritizes rigorous, authentic texts to mitigate learning loss resulting from the challenges of the COVID-19 pandemic and the shift to remote learning. To ensure that new students are able to quickly adapt to the academic program, leaders and curriculum chairs collaborate to review and re-align the program's scope and sequence documents across all grades.

PEDAGOGY

High quality instruction is evident at Forte Prep. Teachers deliver purposeful lessons with clear objectives. Institute team members observed consistent classroom strategies such as rigorous questioning and opportunities for peer to peer discussions that challenge students to think independently while building on responses from peers. Students are well-versed in routines and procedures and are consistently challenged with activities that develop depth of understanding and higher order thinking and problem solving skills. In most of the classrooms observed, effective time management and pacing allowed students to stay engaged while mastering new skills and learning new concepts. Teachers consistently check for understanding during lessons and adjust instruction to foster students' depth of understanding.

ACADEMIC PERFORMANCE

INSTRUCTIONAL LEADERSHIP

Forte Prep has the systems and structures in place to establish strong instructional leadership. The instructional leadership team maintains high expectations for all teaching staff and provides effective supports needed to reach those expectations. Instructional support structures include routine observation and feedback cycles, grade team meetings, and professional development from instructional coaches and curriculum chairs. Forte Prep created new leadership positions to provide content expertise in mathematics, ELA, and science this school year. The curriculum chairs are responsible for selecting rigorous materials and supporting teachers in delivering strong instruction. Teachers receive differentiated professional development and instructional supports based on their individual needs and have frequent opportunities to collaborate and share best practices. While Forte Prep’s instructional priorities and messaging are clear and evident across the program, the charter has the opportunity to continue to tighten its instructional leadership systems to ensure consistency and clarity in reporting structures between instructional leaders and teachers.

AT-RISK PROGRAM

Forte Prep has programs in place to meet the educational needs of students struggling academically, students with disabilities, and ELLs. The charter has clear systems for identifying and meeting the needs of students with Individualized Education Programs (“IEPs”) through integrated co-teaching (“ICT”) classrooms and special education teacher support services (“SETSS”). This year, Forte Prep added an additional ELL teacher to help with differentiation of instruction and to continue the additional supports ELLs received during classroom instruction. Forte Prep regularly and frequently collects data to create and inform small group instruction that complement general education instruction. The program’s data driven structure ensures that students with the highest needs are receiving timely and effective supports through Forte Prep’s daily half hour focus groups. Teachers collaborate and plan lessons together, and receive consistent and high quality professional development for monitoring and supporting the academic needs of each subgroup.

ORGANIZATIONAL CAPACITY

Forte Prep establishes an organizational structure that works effectively to deliver the educational program. The program has clearly defined organizational chart that articulates roles and responsibilities for its operational team members. The operations team effectively handles all operational aspects of the charter, and this allows the principal and instructional leaders to primarily focus time on supporting the academic program. Forte Prep provides adequate resources and materials for staff to support academic achievement. Its operational systems, policies, and procedures allow the charter to carry out its academic program. The charter effectively recruits students and maintains enrollment close to its chartered enrollment. The recruitment team closely monitors the charter’s enrollment and retention targets. Leaders are reflective about the implementation of the charter programs and make adjustments as needed.

ACADEMIC PERFORMANCE

BOARD OVERSIGHT & GOVERNANCE

The Forte Prep board works effectively to achieve the charter's Accountability Plan goals. The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the academic program. The board demonstrates a clear understanding of its role in holding the leadership team accountable for academic results and fiscal soundness. The board functions in a committee structure receiving monthly reports from the academic achievement, governance, finance, and fundraising and development committees. The board receives detailed information from committees and charter leadership regarding academics, finances, and larger needs of stakeholders.

When the opportunity to merge with a Board of Regents authorized charter arose during this charter term, the Forte Prep board was thoughtful and methodical in its approach, consulting with leadership and legal counsel regarding the potential for growth and impacts on the existing program. Forte Prep successfully secured philanthropic support for the desired merger. While the SUNY Trustees approved Forte Prep for the requested merger, the Board of Regents, as originating authorizer of the school seeking to merge with Forte Prep, did not provide approval. As such, no merger was affected.

Forte Prep's board uses a committee structure to consider data, information, and decisions critical to the charter's success. The governance committee oversees the board's self evaluation, new member on-boarding, professional development, and the evaluation of Forte Prep's executive director. The full board communicates a strong commitment to the community the school serves and manages conflicts of interest in a transparent manner and in accordance with applicable laws. The fundraising and development committee creates a successful schedule of fundraising events including virtual fundraising opportunities.

Currently the board is challenged by multiple vacancies. The Institute will work with the board to ensure that the number of active and approved board members aligns with what is identified in the organization's by-laws. The board holds meetings in accordance with the Open Meetings Law and meeting minutes clearly note school business. Minutes reflect the board implements a comprehensive code of ethics and conflicts of interest policy in accordance with applicable law as well as regularly reviews and updates policies. The board has an active and ongoing relationship with legal counsel.

COMPLIANCE REPORTING



HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied 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.

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and posted portions of the annual reports on the charter’s website in accordance with the charter and the Act. However, the charter has not yet posted the most recent independent fiscal audits, which are a part of the annual report. The Institute will ensure compliance prior to the start of the next charter term.

Complaints

The Institute did not receive any formal complaints regarding Forte Prep during the charter term.

Compliance

The Institute issued three corrective action plans regarding the timely submission of temporary certificates of occupancy. The charter rectified the situation by moving into a permanent facility and has been in compliance as of the middle of the 2019-20 school year.

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or teaching science, technology, engineering, and math (STEM) or career and technical education courses.

At the time of the visit, Forte Prep employed four teachers over the allowable limit of uncertified teachers. The majority of uncertified teachers meet the necessary requirements. The charter created the Forte Fellows program, which accepts young professionals with on-the-ground experience in classrooms and support in obtaining certification in partnership with Relay Graduate School of Education. The program helps the charter establish a pipeline of teachers. While the charter tries to hire certified teachers, it welcomes career changers. Forte Prep encourages current talent to pursue certification by partnering with the New York City Charter School Center for one on one coaching and providing pay differentials for certification status.

COMMUNITY SATISFACTION

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

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
95%	96%	97%	95%	97%

Parent Survey Data

The Institute compiled data from the NYCDOE’s family survey, which is an annual survey sent to families and asks questions about family satisfaction in the areas of effective leadership, community ties, and trust. In 2019-20, 95% of families who received the survey responded. Among the families who responded, 96% expressed satisfaction with the charter program.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The ten parents who participated in the virtual focus group expressed high levels of satisfaction with the support they received from the charter especially at the height of the COVID-19 school closures and transition to remote learning. Families reported being in almost daily contact with the charter via emails, texts, and calls that went beyond academic programming to incorporate mental, social, and emotional health. New parents especially expressed gratitude for the proactive response and communication they received during the transition to remote learning and the shift back to in-person learning. Families shared approval for the program’s online platform, School Runner, which they access to track daily academic performance, behavior, and attendance data.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter 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 Forte Prep’s Academy Charter School’s renewal application on October 5, 2021 by videoconference. Four people spoke in support of the application including the executive director who spoke to the charter’s laser focus to close the achievement gap of low income and other high risk students. The executive director

COMMUNITY SATISFACTION

spoke to how the extended day and year model allows for daily, targeted interventions. Staff members spoke to the high staff retention rate building a strong team of teachers who want to innovate and improve. Parents spoke to the safe and supportive environment which allow their children a place to be and to flourish. A board and community member spoke of the positive impact the charter has had on the community and how families walk around proud to be affiliated with Forte Prep. The charter wishes it could serve more students as demand outstrips supply. No one spoke in opposition.

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

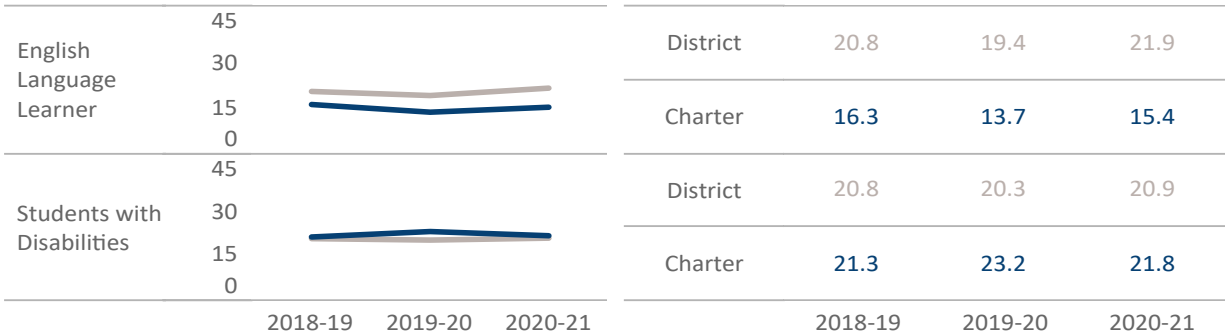


STUDENT DEMOGRAPHICS

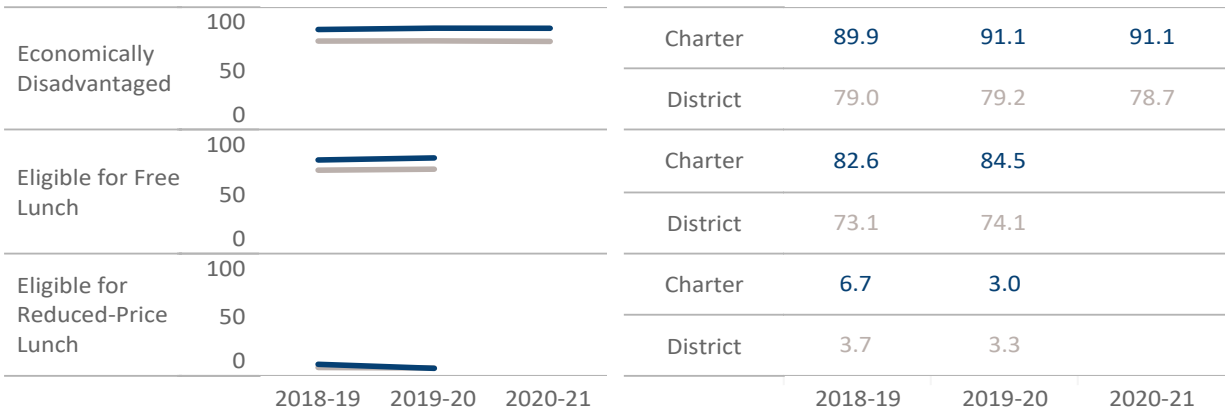
Forte Preparatory Academy Charter School

Queens CSD 24

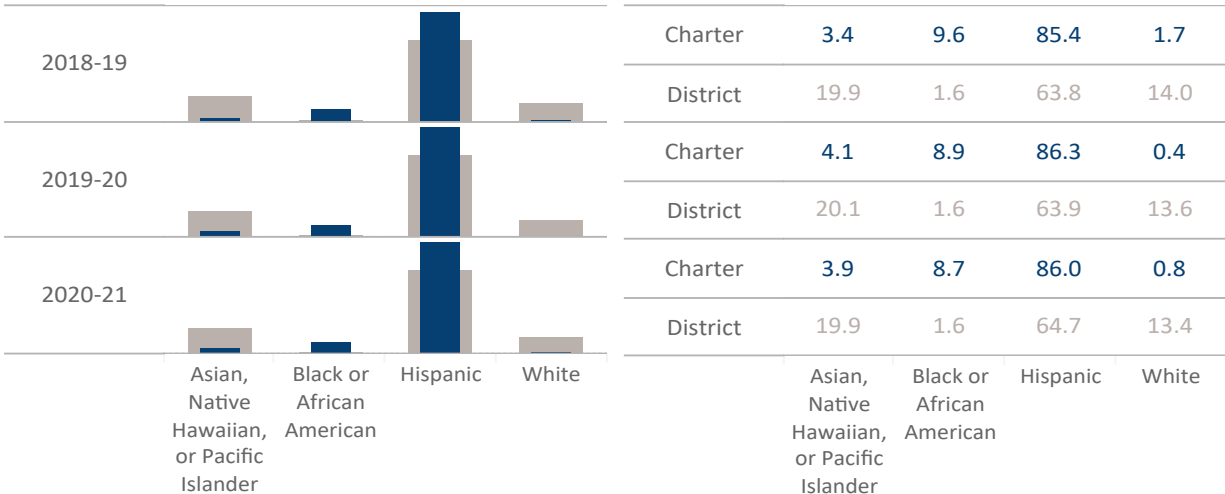
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



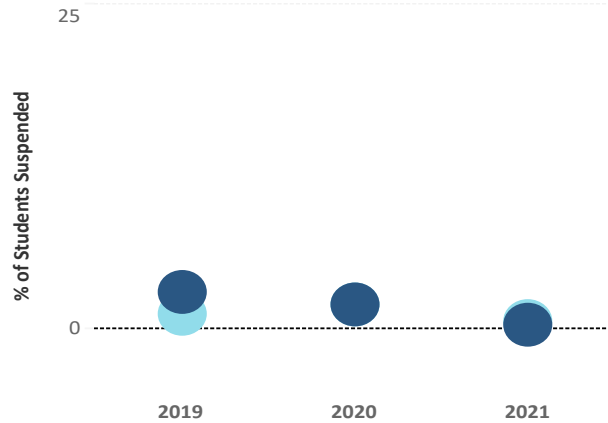
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

Forte Preparatory Academy Charter School

Queens CSD 24



	ISS Rate	OSS Rate
2019	1.1	2.8
2020	1.8	1.8
2021	0.6	0.3

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

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



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

	2019	2020	2021
Expulsions	0	0	0

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

		Target	Charter School
enrollment	economically disadvantaged	84.0	90.8
	English language learners	18.0	15.4
	students with disabilities	15.1	21.5
retention	economically disadvantaged	89.6	91.5
	English language learners	89.5	91.9
	students with disabilities	90.4	93.7

* 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.

Forte Prep makes good faith efforts to meet its enrollment and retention targets. The program's successful recruitment and retention efforts for all three student subgroups include:

- Mailing materials translated in Spanish and Mandarin to families within local zip codes;
- Meeting with prospective families to build excitement and share information about the charter's programming for general and special education students;
- Informing families about the robust intervention and support programs available;
- Recruiting in-person and virtually at local organizations, elementary programs, and other community based organizations; and,
- Providing afterschool and Saturday programming to support student learning.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Forte 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 demonstrates fiscal soundness over the majority of the charter term.⁴



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

Forte Prep 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 CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual on a regular basis.	NOVEMBER 2021

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Forte Prep complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Unaudited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

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

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

Forte Prep has reported operating surpluses in each year since opening. The surpluses contribute to the charter's \$3.4 million in net assets and 3.9 months of cash on hand to pay liabilities due shortly as of June 30, 2021. The fiscal dashboard at the end of this section also shows improved fiscal strength in each year since opening and the charter as fiscally strong. Forte Prep has funded the dissolution reserve account with \$75,000 to meet the requirements of the SUNY charter agreement.

FISCAL ANALYSIS

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2017-18

Assets

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents - GRAPH 1	-	101,078	445,051	1,793,054	2,543,774
Grants and Contracts Receivable	-	113,827	417,864	111,292	170,277
Accounts Receivable	-	-	484,667	-	-
Prepaid Expenses	-	166,856	186,956	173,067	173,676
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	381,761	1,534,538	2,077,413	2,887,727
Property, Building and Equipment, net	-	116,567	275,994	380,212	343,170
Other Assets	-	289,667	50,003	775,310	882,740
Total Assets - GRAPH 1	-	787,995	1,860,535	3,232,935	4,113,637

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	125,904	265,575	342,773	501,839
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	160,861	11,206
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	125,904	265,575	503,634	513,045
Deferred Rent/Lease Liability	-	-	-	-	196,983
All other L-T debt and notes payable, net current maturities	-	-	-	525,777	-
Total Liabilities - GRAPH 1	-	125,904	265,575	1,029,411	710,028

Net Assets

Without Donor Restrictions	-	662,091	1,544,957	2,158,524	3,387,109
With Donor Restrictions	-	-	50,003	45,000	16,500
Total Net Assets	-	662,091	1,594,960	2,203,524	3,403,609
Total Liabilities and Net Assets	-	787,995	1,860,535	3,232,935	4,113,637

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	1,265,912	2,650,315	4,319,317	5,765,182
Students with Disabilities	-	252,242	528,532	835,387	1,031,501
Grants and Contracts					
State and local	-	267,664	-	5,732	-
Federal - Title and IDEA	-	50,830	26,731	63,026	-
Federal - Other	-	341,487	-	20,370	-
Other	-	17,949	573,035	-	547,751
NYC DoE Rental Assistance	-	190,053	770,447	1,154,250	1,568,114
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,386,137	4,549,060	6,398,082	8,912,548

Expenses

Regular Education	-	1,237,109	2,362,016	3,771,822	5,049,766
SPED	-	312,686	675,045	1,236,348	1,728,082
Other	-	-	-	-	-
Total Program Services	-	1,549,795	3,037,061	5,008,170	6,777,848
Management and General	-	513,617	644,196	807,370	1,041,705
Fundraising	-	30,506	20,222	18,978	29,407
Total Expenses - GRAPHS 2, 3 & 4	-	2,093,918	3,701,479	5,834,518	7,848,960
Surplus / (Deficit) From School Operations	-	292,219	847,581	563,564	1,063,588

Support and Other Revenue

Contributions	-	363,531	77,567	45,000	136,497
Fundraising	-	6,341	-	-	-
Miscellaneous Income	-	-	7,721	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	369,872	85,288	45,000	136,497

Total Unrestricted Revenue	-	2,756,009	4,634,348	6,398,082	9,077,545
Total Temporarily Restricted Revenue	-	-	-	45,000	(28,500)
Total Revenue - GRAPHS 2 & 3	-	2,756,009	4,634,348	6,443,082	9,049,045
Change in Net Assets	-	662,091	932,869	608,564	1,200,085
Net Assets - Beginning of Year - GRAPH 2	-	-	662,091	1,594,960	2,203,524
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	662,091	1,594,960	2,203,524	3,403,609

FISCAL ANALYSIS

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service	-	508,175	580,956	285,178	419,722
Administrative Staff Personnel	-	570,513	1,211,199	2,752,136	3,677,963
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,078,688	1,792,155	3,037,314	4,097,685
Fringe Benefits & Payroll Taxes	-	216,367	341,611	604,083	900,195
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	194,327	784,500	1,089,336	1,618,010
Staff Development	-	10,611	15,447	15,718	39,671
Professional Fees, Consultant & Purchased Services	-	256,497	311,379	392,196	475,271
Marketing / Recruitment	-	35,670	36,610	25,697	34,293
Student Supplies, Materials & Services	-	94,403	166,906	133,504	104,753
Depreciation	-	31,274	62,359	128,262	157,125
Other	-	176,081	190,512	408,408	421,957
Total Expenses	-	2,093,918	3,701,479	5,834,518	7,848,960

CHARTER ANALYSIS

ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	-	90	180	270	360
Final Chartered Enrollment (includes any revisions)	-	90	180	270	360
Actual Enrollment - GRAPH 4	-	87	174	267	362
Chartered Grades	-	5	5-6	5-7	5-7
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016-17	2017-18	2018-19	2019-20	2020-21
Increase over prior year	0.0%	0.0%	100.0%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	-	27,427	26,144	23,963	24,620
Other Revenue and Support	-	4,251	490	169	377
TOTAL - GRAPH 3	-	31,678	26,634	24,131	24,997
Expenses	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	-	17,814	17,454	18,757	18,723
Management and General, Fundraising	-	6,254	3,818	3,095	2,959
TOTAL - GRAPH 3	-	24,068	21,273	21,852	21,682
% of Program Services	0.0%	74.0%	82.0%	85.8%	86.4%
% of Management and Other	0.0%	26.0%	18.0%	14.2%	13.6%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	31.6%	25.2%	10.4%	15.3%
% of Revenue Expended on Facilities	#DIV/0!	8.1%	17.2%	17.0%	18.2%

Student to Faculty Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	11.6	9.4	8.3	8.0

Faculty to Admin Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	1.5	3.1	3.1	4.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.8	3.0	3.0	3.0
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2016-17	2017-18	2018-19	2019-20	2020-21
0	0	255,857	1,268,963	1,573,779	2,374,682
As % of Unrestricted Revenue	0.0%	9.3%	27.4%	24.6%	26.2%
Working Capital (Current) Ratio Score	0.0	3.0	5.8	4.1	5.6
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	1.7	5.1	3.8	5.3
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	0.2	0.1	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	0.6	1.4	3.7	3.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Good	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Forte Prep is an academic success supported by an effective and viable organization. The charter plans to meet its Accountability Plan goals in a future charter term.

FORTE PREPARATORY ACADEMY CHARTER SCHOOL

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

Plans for the Educational Program. Forte Prep will continue to implement the same core elements of its educational program that enabled the charter to meet its key Accountability Plan goals in the current charter term.

Plans for Board Oversight & Governance. The board plans to maintain its current membership, structure, and operations throughout a subsequent charter term. The board is currently seeking to recruit members with expertise in finance, real estate, fundraising, and grant writing.

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

Forte Prep will continue to operate its program in the existing facility that is privately leased. The facility provides the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	360	360
Grade Span	5-8	5-8
Teaching Staff	49	49
Days of Instruction	181	181

Forte Prep

Ax

APPENDICES

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FORTE PREPARATORY ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	Lisa Friscia
VICE CHAIR	Fiona Lin
TREASURER	Daniel Moskowitz
SECRETARY	Alexandra Rothman
TRUSTEES	Ellen Winn Wai Lin Yip Laura Rodriguez Veronica Escobar

CHARTER LEADERS

EXECUTIVE DIRECTOR
<i>Graham Browne (2017-18 to Present)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	90	87	97%	5
2018-19	180	174	97%	5-6
2019-20	270	267	99%	5-7
2020-21	360	357	99%	5-8
2021-22	360	353	98%	5-8



TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year	February 28, 2018
2021-22	Initial Renewal	September 23, 2021

CONDUCT OF THE RENEWAL REVIEW

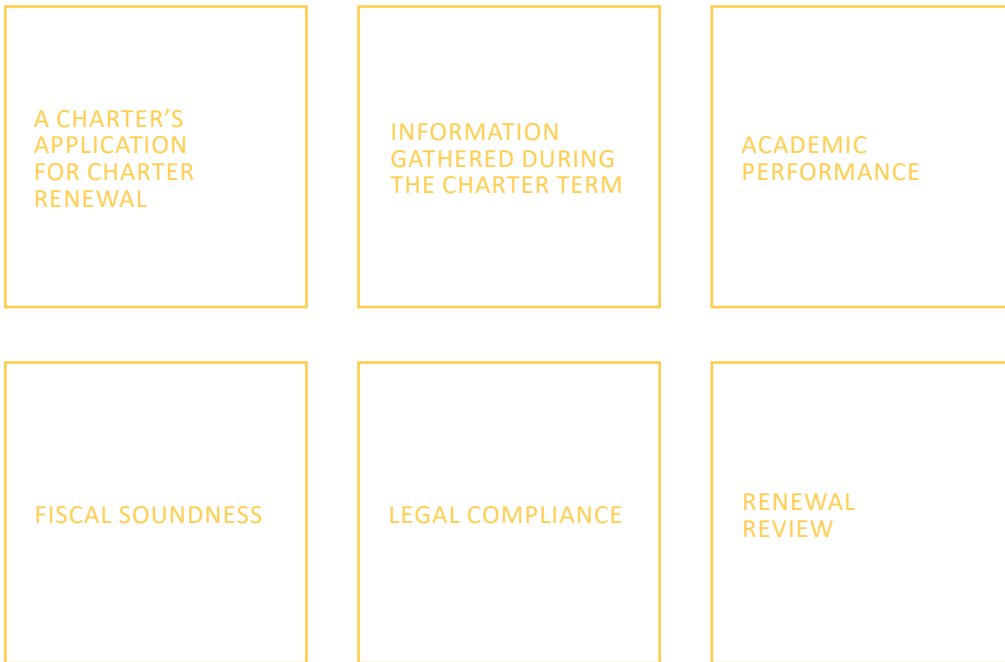
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 23, 2021	Vickie Masséus	School Evaluation Analyst
	Sonia Park	External Consultant

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

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

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

REPORT FORMAT

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

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS 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