

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
GREEN TECH CHARTER SCHOOL*

REPORT DATE: MARCH 31, 2026

VISIT DATE: NOVEMBER 19 – 20, 2025



Charter Schools Institute
The State University of New York

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SCHOOL BACKGROUND

GREEN TECH CHARTER SCHOOL

99 Slingerland Street, Albany, New York 12202 | Grades: 6-12 | Albany City School District



MISSION

Green Tech Charter School empowers young men to earn a Regents diploma, paving the way for college or career success. Through a comprehensive curriculum and culture, we foster essential skills, technological literacy, and environmental awareness for a sustainable future.

GREEN TECH CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR

Dona S. Bulluck

VICE CHAIR

Tony T. Kelley

TRUSTEES

Izabella Martin

Thomas E. Mueller

Vinay Pai

Barry D. Walston

CURRENT CHARTER INFORMATION

Year Opened: 2008

Serves: 6th–12th

Chartered Enrollment:
505

Charter Expires on:
July 31, 2026

FUTURE CHARTER INFORMATION

Serves: 6th–12th

Chartered Enrollment:
407

Charter Expiration
July 31, 2031

KEY DESIGN ELEMENTS

Single gender model



Extensive literacy instruction



College preparatory curriculum and class offerings



Teachers as advisors throughout a student's career



Safe, small school setting



Particular emphasis on technology and environment



Extended school day and year



1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Green Tech Charter School (“Green Tech”) for a period of five years and subject to the conditions listed below with authority to provide instruction to students in 6th – 12th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 407 students. The Institute makes this recommendation as Green Tech meets the requirements for renewal set forth in the Policies for 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”).²

THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS:

Green Tech must meet or exceed the targets set forth in the majority of the Accountability Plan measures for 3rd – 8th grade under its mathematics goal in at least three of five years of the upcoming Accountability Period. The Institute and the education corporation will work together to codify the conditions in the school’s Accountability Plan before the end of the first year of the Accountability Period.

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the New York Charter Schools Act of 1998 (as amended, the “Act”), inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term.

EXECUTIVE SUMMARY

Green Tech provides a single-gender educational model for young men in the Albany area serving 6th – 12th grade students after expanding to serve middle school grades during the previous charter term. The school leverages multiple local partnerships to provide internships and opportunities for its students including the New York State Legislature Senate Internship, Albany Medical College Career Pathway Program, and “I Can Achieve A Nursing Degree” Program (“ICAN”). Green Tech also engages students with high quality athletics and extracurricular programming. The school added multiple new college credit bearing courses over the charter term through a partnership with Fulton-Montgomery Community College to better prepare students for post-secondary success.

Although Green Tech is well established in its 18th year of operation, the school struggled with consistent leadership and staffing during the current charter term following the departure of a longstanding leader in 2022. The board of trustees appointed an interim leader for one year before hiring a chief executive officer (“CEO”) who transitioned out abruptly in the fall of 2024. In an effort to stabilize the school, the board appointed two veteran Green Tech instructional leaders in a co-principal model, eliminating the CEO role. With the support of an administrative team that includes a director of student support and community partnership, chief information officer, director of operations and human resources, deans of students, and instructional coaches, the principals have worked in the final years of the charter term to strengthen school culture and improve academic outcomes in English language arts (“ELA”). At the time of the renewal visit, staff member and student culture demonstrated clear improvement,

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

EXECUTIVE SUMMARY

as evidenced by the school's warm, welcoming atmosphere and decreased rates of suspensions. Green Tech's 23 percentage point decline in suspension rates from 2022-23 to 2024-25 further evidences the school's improvements to safety and discipline.

While culture and staffing at Green Tech have stabilized since the Institute's two evaluation visits in spring 2023 and spring 2025, mathematics instruction continues to be an area of development and focus for school leadership. Green Tech has clear systems in place to support the delivery of the academic program such as consistent curriculum and lesson planning structures. However, leaders recognize that staff member and leader turnover has hindered instructional quality assurance over the term particularly in mathematics courses. Current leaders have responded to instructional gaps by adopting a new tutoring curriculum, overhauling the mathematics curriculum, and increasing professional development over the summer. The school produced uneven results on New York State mathematics exams and Regents attainment over the term, but has posted commendable ELA and graduation outcomes, demonstrating the capacity to deliver a strong academic program. The Institute will enhance its monitoring of Green Tech's Accountability Plan targets in the upcoming Accountability Period to ensure the school maintains its effective program elements while urgently addressing deficiencies in the areas of mathematics performance.

FINDINGS & INFORMATION

Is the school an academic success?

Green Tech demonstrates success in some areas of its Accountability Plan goals, and is developing its capacity to implement a stronger academic program across all subjects. In 2025-26, the school added one full time and one part time instructional coach and was seeking a third coach at the time of the renewal visit. The instructional coaches observe new teachers regularly, review lesson plans, and conduct coaching meetings. With the support of the co-principals, instructional coaches also work to provide teachers with more consistent, effective professional development. To improve mathematics performance, Green Tech implemented a set commercial curriculum across grade levels. The school previously relied on teacher-created materials in mathematics classrooms, and ongoing staffing changes led to inconsistencies in curricular content and pacing. The implementation of a single curriculum across classrooms supports the development of consistency and rigor in mathematics instruction. However, the school's record of low performance throughout the term requires conditions to ensure students receive a high quality academic program that produces durable academic improvements in a subsequent charter term. Green Tech's record of quantitative results is summarized as follows:

- In ELA, Green Tech increased its proficiency rates for tested students enrolled in at least their second year by 31 percentage points from 2021-22 to 2024-25. The school met or exceeded the district performance in the final three years of the Accountability Period.
- In mathematics, the school posted middle school proficiency rates that fell below the local district in the majority of years of the term.
- Green Tech met its graduation goal over the charter term posting four-year graduation rates that exceeded the absolute target of 75% as well as the district rate from 2020-21 through 2024-25.

EXECUTIVE SUMMARY

Is the school an effective, viable organization?

After multiple leadership and staffing challenges during the current charter term, Green Tech is working to redevelop its capacity as an effective, viable organization. The abrupt departure of the CEO in fall 2024 created a lack of stability and negatively affected culture and morale at the school. The board and current school leaders' efforts have led to improved culture among both teachers and students as evidenced by higher teacher retention and stronger classroom management across the school since the Institute's previous visit in March 2025.

With continued efforts to improve instruction and academic outcomes at the school, Green Tech has the capacity to meet the goals set forth in its Accountability Plan. Leaders have made recent and planned additions to the instructional coaching team, which have helped increase the school's capacity to support teachers with delivering effective instruction. While conditions are necessary to improve the school's academic program, Green Tech demonstrates operational, financial, and organizational health.

Is the school fiscally sound?

Green Tech is fiscally adequate based on the Institute's review of the renewal documentation. The education corporation establishes strong methods of budget creation that consider all departments of the school to develop accurate revenue and expense projections. The school's finance team meets with the board monthly to present an enrollment report and discuss financial results. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses over financial reporting. Green Tech maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Green Tech demonstrates a positive financial performance during the current charter term with net assets of \$5.6 million and 3.4 months of cash on hand as of the 2024-25 financial audit. Green Tech endured a slight decrease in enrollment during the charter term. Although this decrease did not result in worsening fiscal performance metrics, the education corporation's proposed budget includes adjusted enrollment projections to align with trends from the current charter term. The education corporation has maintained adequate teacher-to-student ratios and adjusted accordingly to reflect enrollment fluctuation.

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

With ongoing urgent action from school leaders and board members, Green Tech's plans for the future are reasonable, feasible, and achievable. The school plans to continue to maintain the current leadership and staff member structure in place, which has produced a safe, supportive school culture. Green Tech will further improve its academic program through the hiring of a third instructional coach. This role will provide additional capacity for teacher support and development. The high school plans to continue offering college courses with the goal of increasing students' college and career readiness. The Institute's analysis found the school's proposed future budgets to be reasonable and feasible. Green Tech currently occupies one facility and has no plans to move during the proposed charter term.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. 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.

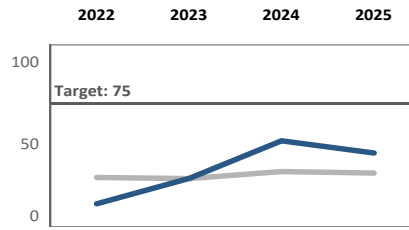
ACADEMIC PERFORMANCE

GREEN TECH CHARTER SCHOOL

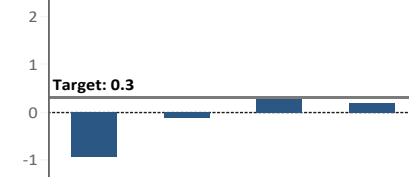
Albany City School District

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

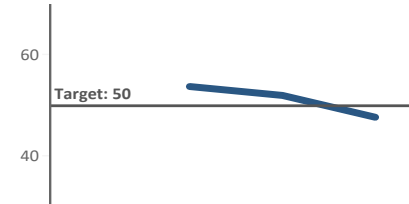
District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



Effect Size. The chart shows school's **effect size** compared to 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 school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



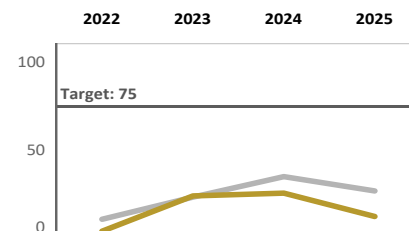
Test Year	Comp Grades	District %	School %
2022	7-8	30	14
2023	7-8	30	30
2024	7-8	34	52
2025	7-8	33	45

Test Year	Test Grades	ED %	Effect Size
2022	6-8	90.7	-0.95
2023	6-8	85.2	-0.13
2024	6-8	89.5	0.28
2025	6-8	88.0	0.20

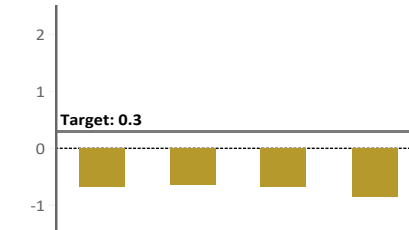
Test Year	School Mean Growth
2022	N/A
2023	53.8
2024	52.1
2025	47.7

MATHEMATICS ACCOUNTABILITY PLAN GOAL

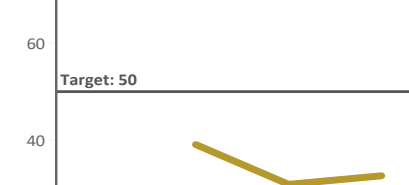
District Comparison. The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



Effect Size. The chart shows school's **effect size** compared to 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 school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.



Test Year	Comp Grades	District %	School %
2022	7	11	4
2023	7	23	24
2024	7	35	26
2025	7	27	13

Test Year	Test Grades	ED %	Effect Size
2022	6-7	91.0	-0.68
2023	6-7	86.0	-0.62
2024	6-7	91.4	-0.68
2025	6-7	85.3	-0.84

Test Year	School Mean Growth
2022	N/A
2023	39.2
2024	31.1
2025	32.8

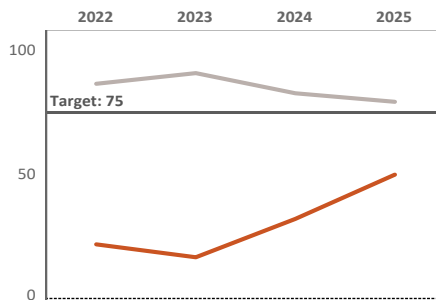
ACADEMIC PERFORMANCE

GREEN TECH CHARTER SCHOOL

Albany City School District

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	Regents 8	87	22
2023	Regents 8	91	17
2024	Regents 8	83	32
2025	Regents 8	79	50

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	119	113	114	113	125	123	106	107
School Tested %	94.4	91.1	98.3	97.4	94.0	92.5	93.0	93.9
District Tested %	74.2	66.6	81.4	83.4	82.5	84.7	85.7	88.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	0	0	4	2	7	6	7	3
School % Proficient on Exam	N/A	N/A	s	s	14.3	0.0	0.0	s
District % Proficient	2.4	0.0	2.7	1.2	8.2	2.9	5.3	7.0

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	0	0	1	3
School % Making Progress	N/A	N/A	s	s

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

**The district of comparison for Capital Prep Harlem was Manhattan CSD 4 in 2021-22 and 2022-23, and Manhattan CSD 5 in 2023-24 and 2024-25.

ACADEMIC PERFORMANCE

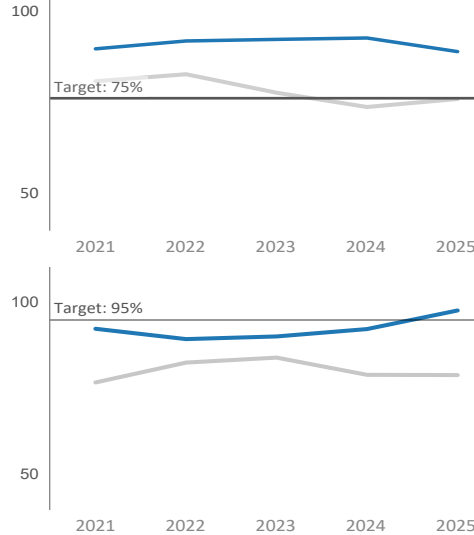
GREEN TECH CHARTER SCHOOL

Albany City School District

HIGH SCHOOL GRADUATION RATE

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

Absolute Measure:
Graduation Rate. Each year,
95 percent of students will
graduate after the completion
of their fifth year.



4 Year District %

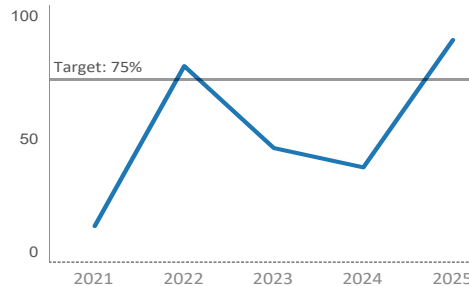
4 Year School %

5 Year District %

5 Year School %

COLLEGE PREPARATION AND ATTAINMENT

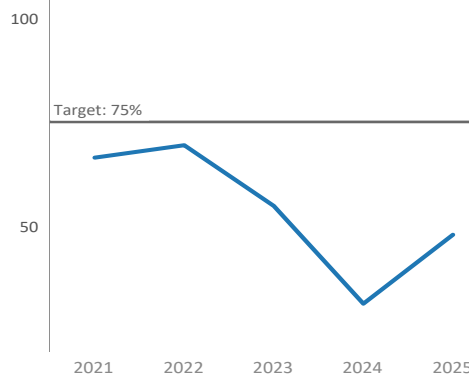
College Preparation Measure:
Each year, 75 percent of **graduates**
will demonstrate college
preparation through one or more
indicators including passing an AP
exam or earning an advanced
diploma.



4 Year Graduates N

College Prep %

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



4 Year Graduates N

Matriculation %

2024-25 high school outcome data is pending final validation by the Institute.

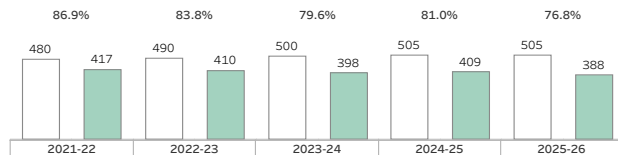
FISCAL DASHBOARD

GREEN TECH CHARTER SCHOOL

Enrollment

505 Chartered | 388 Actual

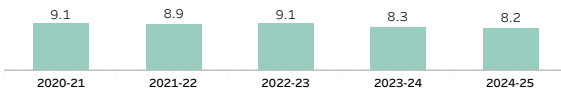
as of 2025-26



Student: Teacher Ratio

8.2 409 students : 50 teachers

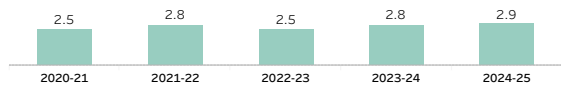
-0.1 vs. PY
as of 2024-25



Faculty : Admin Ratio

2.9 faculty : admin

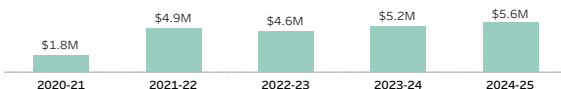
+0.1 vs. PY
as of 2024-25



Net Assets

\$5.6M

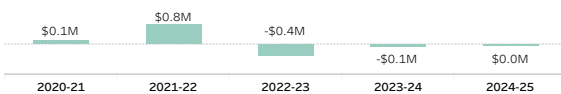
▲8.1% | +\$0.42M vs. PY
as of 2024-25



Surplus / Deficit

\$0.0M

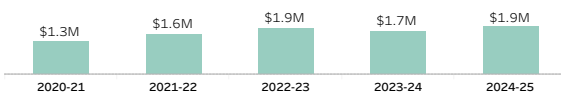
▲81.2% | +\$0.1M
as of 2024-25



Working Capital

\$1.9M

+\$0.2M vs. PY
as of 2024-25



Score Methodology

- Financial Responsibility Composite Score | Strong 1.5 - 3.0 / Adequate 1.0 - 1.4 / Needs Monitoring < 1.0
- Current Ratio Score | Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4
- Quick Ratio Score | Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0
- Debt to Asset Ratio Score | Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0
- Months of Cash | Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.

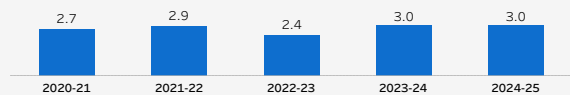
Legend

- ★ Strong / Excellent
- Adequate
- ▼ Needs Monitoring / Poor

Financial Responsibility Composite Score

3.0

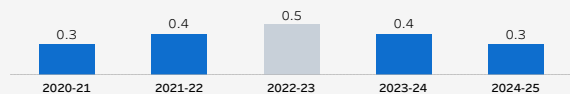
+0.0 vs. PY
as of 2024-25



Debt to Asset Ratio

0.3

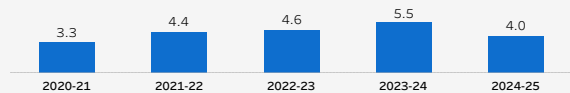
-0.1 vs. PY
as of 2024-25



Current Ratio

4.0

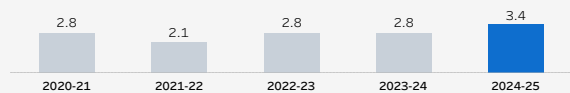
-1.5 vs. PY
as of 2024-25



Months of Cash on Hand

3.4

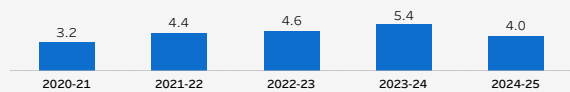
+0.7 vs. PY
as of 2024-25



Quick Ratio

4.0

-1.4 vs. PY
as of 2024-25



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING

? HAS THE SCHOOL 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.

Annual Reports

While Green Tech submitted the annual report in a timely manner to the Institute and the New York State Education Department (“NYSED”), the most recent 2024-25 annual report, comprised of the August 1st submission, Accountability Plan Progress Report, and financial audit, must be posted to the school’s website. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

Board Minutes

Most of the board meeting minutes from the past year are posted on the education corporation’s website, but most recent board meeting minutes have not been posted in the requisite timeframe. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

Child Abuse Posting

On its website, the education corporation must post in English and in Spanish the toll-free telephone number operated by the New York State Office of Children and Family Services (“OCFS”) to receive reports of child abuse or neglect and directions for accessing the OCFS website. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

Title IX Notice

The education corporation must post a Title IX notice to its website pursuant to 34 C.F.R. § 106.8(b)(2)(i). The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

Teacher Certification

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

Green Tech prioritizes hiring teaching candidates that are certified and expects teachers to maintain all certification statuses. The school recently implemented individual certification support plans for teachers, which detail the requirements remaining for certification, the deadlines for completion, and lists the school supports provided. The school also recently developed a certification resource toolkit, which serves as a centralized system of resources for teachers and an internal certification tracker for leadership. In addition, leaders pair uncertified teachers with experienced, certified mentor teachers who provide ongoing instructional support and professional guidance.



COMPLIANCE REPORTING

At Green Tech, 32 out of the 44 teachers are uncertified, which is 17 teachers over the allowable limit under the Act. Out of the 32 uncertified teachers, eight meet the additional qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school'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 Green Tech's annual family survey. The school conducts at least an annual survey to gauge family satisfaction. In 2024-25, 18% of families responded to the survey. Of those respondents, 79% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The 15 caregivers in attendance at the focus group highlighted the importance of the school culture and community and said staff members are welcoming, supportive, and caring toward the students. Parents report the school has strong communication practices and that staff members reach out to parents regularly and respond quickly when they reach out. One point of concern was the timeliness of submitting grades. A number of families raised concerns of timeliness and accuracy of grading practices, which has created a barrier to quality student support at home. Parents praised the whole child approach to school culture highlighting the support for students academically, socially, and cognitively. Parents also praised the school's lunchtime tutoring to students. Families shared that the school provides students with individualized attention and extra assistance when needed.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. A summary of any district and public comment appears below.

The City School District of Albany held its required hearing regarding the renewal application for Green Tech on October 9, 2025. No one spoke in support of or in opposition to the renewal application.

Enrollment and Retention

Green Tech makes good faith efforts to meet its enrollment and retention targets. The school meets its enrollment target for economically disadvantaged students, but it does not meet the targets for ELLs and students with disabilities. The school does not meet its retention targets for any subgroup.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

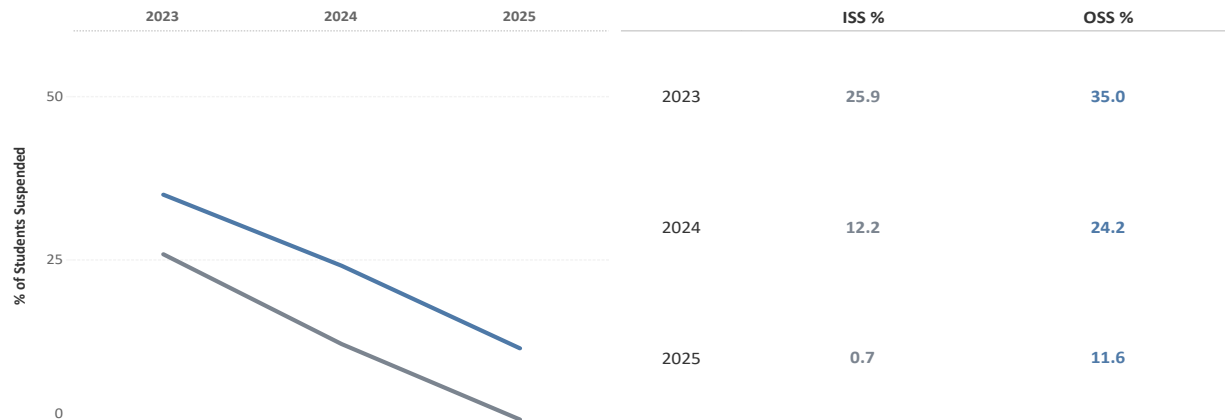
Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024 –25, 77% of Green Tech students returned from the previous year. Student persistence data from previous years of the charter term is available in the 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.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Green Tech Charter School



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 school each year

2023	2024	2025
0	0	0

Green Tech Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	68.0	90.9
	English Language Learners	11.6	2.2
	Students with Disabilities	10.0	6.4
Retention	Economically Disadvantaged	91.4	83.7
	English Language Learners	93.0	
	Students with Disabilities	91.7	65.4

Discipline data reported above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reported in these charts reflect available BEDS day information as reported by the NYSED. The Institute cannot report the school's ELL retention data due to data quality issues.

Green Tech

Ax

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SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	480	417	87%	6-12
2022-23	490	410	84%	6-12
2023-24	500	398	80%	6-12
2024-25	505	409	81%	6-12
2025-26	505	388	77%	6-12

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	First Year	March 12, 2009
2009-10	Evaluation	May 25 – 29, 2010
2010-11	Evaluation	May 12, 2011
2012-13	Initial Renewal	December 11 – 12, 2012
2014-15	Evaluation	April 23, 2015
2015-16	Subsequent Renewal	November 9 – 10, 2015
2020-21	Subsequent Renewal	October 13 – 16, 2020
2022-23	Evaluation	March 7, 2023
2024-25	Evaluation	March 5, 2025
2025-26	Subsequent Renewal	November 19 – 20, 2025

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 19 – 20, 2025	Katy Clayton	Associate Director of School Evaluation
	Maureen Foley	External Consultant
	Aretha Miller	External Consultant

1. Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Over the charter term, Green Tech Charter School (“Green Tech”) met its graduation goal and came close to meeting its English language arts (“ELA”) goal in the final two years of the Accountability period. The school posted low mathematics achievement over the current term and requires conditions to ensure the program produces higher outcomes for students in a future charter term, if renewed.

From 2021-22 to 2024-25, Green Tech increased its ELA proficiency rates for tested students enrolled in at least their second year by 31 percentage points. Notably, the school posted a 52% proficiency rate in 2023-24 which exceeded the district results by 18 percentage points. In 2023-24 and 2024-25, Green Tech posted positive effect sizes indicating slightly higher than expected performance compared to demographically similar schools. The school posted mean growth percentiles above the target of 50 in the majority of years with data suitable for analysis.

The school did not meet its mathematics goal over the term. From 2021-22 through 2024-25, the school exceeded the district proficiency rate in one of four years. The school posted mean growth scores below the target of 50 in each year of the term with data available for analysis. Green Tech administers the Algebra I Regents to 8th grade students, and in 2024-25, only 19% of tested students passed the exam.

Green Tech met its graduation goal over the term posting four year graduation rates that both exceeded the absolute target of 75% and the district rate in each year from 2020-21 through 2024-25. The school demonstrated inconsistent attainment of its college preparation goal over the term posting college matriculation rates that fell below the target of 75% in each year.

ASSESSMENT

Although Green Tech implements clear assessment structures, the school’s systems do not consistently improve instructional effectiveness and student learning. The school administers assessments aligned to the school’s curricular programs and state performance standards through Edulastic, a platform that allows teachers to create exams by selecting question and answer formats from a bank of items aligned to New York State exams. Green Tech administers biweekly formative assessments in each content area, interim benchmarks each quarter, and i-Ready three times each year to measure student progress. While these assessment routines allow the school to collect a robust body of data, Green Tech does not implement similarly consistent practices to support teachers in analyzing and responding to student learning gaps. Some teachers rely on quarterly benchmark data to create student groupings for Response to Intervention (“RTI”) periods, while others primarily reference course grades in PowerSchool, and others prioritize classroom observations of student work. As a result, teachers and leaders do not demonstrate a shared process for leveraging data to improve instruction and drive student learning despite devoting significant instructional time to testing students across all subject areas every two weeks. The reliability of the school’s assessment protocols is inconsistent. Some teachers report students rush through exams on Edulastic, producing data that is sometimes inaccurate and misaligned to mastery demonstrated in other classwork.

Teachers use assessment results to identify students for intervention through the school's students of concern ("SOC") referral and committee process, but do not routinely use data to adjust classroom instruction, plan for student needs, or create student groupings. Teachers reference various sources of student data but do not articulate a clear cycle of data analysis. Lessons do not demonstrate strategic differentiation, despite a list of accommodations and modifications in some teachers' lesson plans. Although Green Tech effectively collects data, there is limited evidence of structured, schoolwide expectations for teachers' use of data to meet students' needs. Teachers can access their students' assessment results, and leaders participate in regular data meetings to review trends, but the school lacks clear systems for utilizing data to create responsive plans and develop effective teaching strategies. Leaders do not adequately use assessment results to inform targeted professional development, coaching, or curricular priorities for teachers.

CURRICULUM

With the implementation of a commercial mathematics program this year, Green Tech is building a curricular program to better support teachers with instructional planning. Green Tech has a baseline curricular framework with student performance expectations that provides a fixed, underlying structure aligned to state standards across grades. With new curricular programs in place, Green Tech's curriculum has a foundation to better support teachers with instructional planning than in previous years in the term. At the middle school level, leaders revised the mathematics framework and adopted a new standardized mathematics curriculum, All Things Algebra, beginning in the 2025-26 school year. This revision addressed prior reliance on teacher developed materials, which had resulted in inconsistencies in mathematics content and instructional quality. At the high school level, the curricular framework is less clearly defined. Teachers are primarily responsible for curriculum development for individual courses, resulting in varied interpretations of student performance expectations and uneven alignment to state standards across classrooms.

Green Tech does not have a formalized process for selecting, developing, or reviewing curricular documents. Leaders' curriculum decisions are largely decentralized, which contributes to variability in rigor. The school relies on individuals to pilot and decide on programs, rather than leveraging a clear process that incorporates feedback from teachers on vetted, high quality curricular programs. While the adoption of a new mathematics curriculum has improved consistency in materials, review and refinement of teachers' implementation of the materials remain uneven.

In the middle school program, Green Tech has supporting tools intended to bridge the curricular framework and lesson plans, including curricular maps, scope and sequence documents, and unit plans embedded within the mathematics curriculum. The new mathematics curriculum has introduced greater coherence and structure to instructional materials. However, lesson plans do not consistently reflect strong alignment between lesson objectives, grade level standards, and instructional pacing. In the high school program, teachers frequently create materials independently or rely on a range of open source curricular resources, leading to significant variation in the quality and alignment of instructional materials across courses. The school does not have a sufficient process to review and refine curriculum documents throughout the year to make necessary adjustments to pacing.

Green Tech teachers generally know what to teach and when to teach it based on the adopted curriculum and associated materials. Despite this clarity, teachers' implementation varies in quality, and lesson plans do not routinely demonstrate the level of intellectual preparation necessary to support rigorous and engaging

instruction. High school teachers determine what and when to teach largely based on individual course planning. As a result, pacing and rigor vary across classrooms, contributing to inconsistent instructional expectations for students. Teachers' lesson plans generally align to the template leaders introduced, but do not consistently reflect purposeful and focused planning. Instructional materials lack systematic scaffolding and differentiation for at-risk students and lesson plans do not consistently incorporate assessment data to guide instructional decisions.

PEDAGOGY

Although Green Tech does have some structures in place to support high quality instruction, it is not yet evident across all classrooms. Teachers deliver lessons that are generally aligned to grade level and state standards and reflect the school's curriculum. However, teachers' lesson execution is not consistently purposeful or academically rigorous.

Teachers inconsistently use techniques to check for student understanding. When teachers do employ questioning during lessons, the checks for understanding are often limited to low level recall tasks, such as defining terms or restating information. Green Tech lessons rarely include opportunities that challenge students with questions or activities designed to develop depth of understanding and higher order thinking skills. Green Tech teachers often rely on whole group, lecture based instruction with limited variation in instructional strategies, which reduces student engagement and limits opportunities for deeper learning. Green Tech teachers do maintain focused classrooms with few behavioral disruptions. However, classroom management practices do not consistently reinforce sustained academic focus.

In most classrooms, pacing is slow, and instruction frequently includes the completion of low rigor assignments and tasks. As a result, students spend much of the instructional period engaged in passive learning rather than actively grappling with content. Teachers do not consistently maximize learning time, as transitions are often inefficient. Without clear directions or responsive monitoring from teachers, many students spend extended periods waiting for support or guidance on the lesson's activities.

INSTRUCTIONAL LEADERSHIP

Although Green Tech has some structures in place to facilitate strong instructional leadership, leaders do not consistently provide effective development for teachers to facilitate the delivery of rigorous, high quality instruction. At the start of the 2025-26 school year, the school hired additional instructional coaches to increase capacity in the development of new teachers. This included the addition of one full time and one part time instructional coach. Coaches provide lesson plan feedback, coaching meetings, and classroom observations. Even with this addition, Green Tech requires further leadership development to improve the development of teachers and coaching staff members. Green Tech recognizes this need and was actively hiring an additional instructional coach at the time of the renewal visit. The co-principals do not regularly provide observations and feedback to teachers or coaches. As a result, instructional leaders across the program have not coalesced around a vision for high quality instruction at Green Tech, and leaders' responsiveness to teachers' pedagogical needs and curricular concerns is limited. The school has paired some novice teachers with more veteran mentors who provide additional support on an informal basis. However, the mentorship program lacks the structure and expectations necessary to drive necessary improvement in teachers' skills.

Although Green Tech has taken steps to expand in-house instructional leadership capacity, leaders' coaching and supervision of teachers is not yet sustained, systemic, and effective. Leaders have begun to implement a more comprehensive professional development program that develops the competencies and skills of all teachers. At the beginning of the 2025-26 school year, school leaders reinstated Green Tech's pre-service training in the three weeks before the school year begins. During this time, the school provides teachers with training on curriculum, assessment, instruction, and classroom management and ensures teachers are bought into Green Tech's culture and community. The school provides additional ongoing opportunities for professional development throughout the year, but these activities are generally reactive rather than tied to an overarching strategy or set of goals. The professional development is therefore not consistently interrelated with classroom practice or sufficiently differentiated to increase the pedagogical skills of both novice and veteran teachers. For example, leaders have not addressed the low level of rigor across the program or equipped teachers with effective engagement strategies to support student discourse within the classroom.

Co-principals conduct formal observations twice annually for each teacher but there is not evidence that leaders have established a consistent environment of high expectations for both student and teacher performance. Green Tech must strengthen its instructional leadership in a future charter term to deliver improved performance against the school's Accountability Plan goals, particularly in the mathematics and science departments, given the school's historical performance in the subjects and the absence of evidence for its key design element highlighting technology and the environment.

AT-RISK PROGRAM

Green Tech meets the educational needs of some at-risk students but does not administer adequate interventions to address learning gaps across student subgroups. The school uses compliant procedures to identify students with disabilities and English language learners ("ELLs") and administers a clear process to identify students struggling academically. While Green Tech does not establish robust interventions for each subgroup, the school effectively monitors students' progress toward academic achievement goals and communicates progress to appropriate stakeholders.

Green Tech uses i-Ready diagnostic data to identify students struggling academically for ELA and mathematics intervention groups, during which teachers provide remedial support. Teachers also identify students for additional academic, behavior, or attendance concerns using the school's SOC referral procedures. The school's SOC process is designed to allow school leaders and teachers to meet and share data, design interventions, and assess impact. However, inconsistent SOC meeting attendance among staff members and delays in leaders' responses to scheduling conflicts hinder the school's ability to urgently implement effective interventions across the program. If students do not make sufficient progress, they are referred for evaluation to their home district Committee on Special Education ("CSE"). Green Tech has some intervention structures to support students struggling academically including a weekly intervention block where teachers work directly with students to make up assignments and reteach concepts from the week. In the middle school program, core subjects include daily RTI blocks where teachers plan additional support for student groups, but leaders do not set clear expectations for the use of RTI periods and creation of student groupings. Therefore, support is only effective in some classrooms. Green Tech has also expanded its use of the Varsity Tutoring platform to provide live tutoring for students in Regents courses and 24 hour access to online resources for all students, but leaders do not have clear systems for evaluating students' use of the tools or their impact on academic achievement.

For students with disabilities, the school's identification process includes the middle school coordinator and high school coordinator communicating with incoming students' home district CSEs during the enrollment process to access Individualized Education Programs ("IEPs") in addition to other compliant practices for identifying enrolled students without an IEP. Green Tech provides adequate intervention structures to support students with disabilities including direct and indirect consultant teacher services and resource room pull-out support. However, leadership has not set a consistent structure for instructional collaboration. Communication between at-risk program staff members, teachers, and leaders is often informal or inconsistent. As a result, some teachers lack clarity about next steps to address ongoing issues for at-risk students. While special education teachers deliver individualized support to students on their caseloads, most general education teachers do not utilize effective strategies to support students within the general education program setting. Lesson plans include lists of accommodations, modifications, and additional resources, but there is limited evidence of teachers implementing those supports during instruction. Further, Green Tech's frequent testing cycle requires special education teachers to pull students to deliver exam accommodations every other week, limiting opportunities for teachers to work directly with students on developing their skill and content knowledge in the classroom.

A dedicated ELL teacher provides push in and pull out support for the school's ELL population. However, as with the challenges of delivering testing accommodations for students with disabilities, the teacher is frequently required to administer exams rather than facilitate instruction within the classroom setting. Leaders have not developed a schedule that allows for sufficient, consistent support for ELLs throughout the school day. Further, Green Tech provides minimal opportunities for collaboration between general education teachers and teachers supporting ELL students, beyond requesting for lesson plans for translation and in the moment student support requests. The program requires further development to ensure ELLs demonstrate progress commensurate with their peers across content areas.

Green Tech monitors the progress and success of at-risk students using bi-weekly Edulastic tests in each subject area, i-Ready benchmarks, interim assessments, summative state exam results, and individualized formative tests. However, the school does not make this data readily accessible to all staff members who work with at-risk student populations. Leaders do not support teachers in analyzing and responding to data to ensure equitable outcomes for general education and at-risk student populations. The school provides some summer professional development to support teachers in meeting the needs of at-risk students, but the training has not translated into effective practices across the program. The school has not developed a strategic schedule in response to students' and teachers' needs, as demonstrated by the lack of designated time for at-risk program staff members to meet with classroom teachers, and an ongoing conflict between planned push-in and pull-out sessions for ELLs and students with IEPs. At the time of the visit, Green Tech's systems for communication and collaboration do not prioritize the success of at-risk student populations, despite school leaders' acknowledgment of the learning gaps with which many students enter the 6th grade and 9th grade cohorts.

ORGANIZATIONAL CAPACITY

Green Tech's organization works effectively to deliver the educational program. Although operational demands limited the capacity of leaders to spend time in classrooms supporting instruction during the final years of the charter term, the school recently added an experienced director of operations to better distribute responsibilities among the leadership team. Green Tech has two co-principals, with one overseeing the middle

school program and the other supporting the high school program. Staff members generally understand the decision making process associated with this new leadership structure, but some stakeholders indicate the lines of accountability lack clarity, and leadership is not consistently responsive to emerging needs or communicative about schoolwide activities.

Green Tech works to meet its student enrollment goals by implementing a year-round recruitment strategy. School leaders attend various local events to inform community members about the school and host open house events for families who express interest in enrolling their student at the school. School leaders continue to explore ways to recruit, hire, and retain talent. In the past, Green Tech has raised the base salaries and offered stipend-bearing opportunities to veteran teachers to mentor novice colleagues, and school leaders are currently exploring the possibility of including sign on bonuses to recruit and retain talent. School leaders have also promoted teachers with long tenures to leadership roles including department chair as a method to improve teacher retention.

The school has a clear student discipline system in place at the administrative level that teachers consistently apply. Both students and teachers demonstrate clear expectations for behavior and conduct throughout the building, and deans provide support as needed. Leaders prioritized culture following the departure of the previous CEO, which is evident in the warm, positive relationships between students and staff members. The school's suspension rates have declined consistently throughout the charter term in alignment with leaders' efforts to strengthen culture and management across classrooms.

Although Green Tech collects a variety of organizational data, there is limited evidence that the school effectively analyzes the data to monitor and evaluate schoolwide initiatives and make appropriate adjustments. Leaders have demonstrated success in stabilizing the school's adult and student cultures following significant leader and staff member turnover, but the organization must ensure school continuity and sustained improvement by developing effective systems that operate independently of the individuals within each role.

BOARD OVERSIGHT & GOVERNANCE

Green Tech's board works effectively to achieve some of the school's Accountability Plan goals, but board members must increase their oversight of the academic program to ensure durable improvements in a future charter term. The six members of the board have the necessary skills and expertise to provide sound governance of schoolwide operations. The trustees are actively recruiting new members, specifically individuals with expertise in human resources to better support the school's leadership team. The trustees regularly receive pertinent information about the academic program and school operation from school leaders. The board chair maintains an open door policy and meets weekly with leaders to discuss key issues impacting the school. Frequent communication between the board and school leaders has made it possible for the trustees to establish clear priorities, including training and development for new trustees and the audit of the school building to ensure its safe and cost effective maintenance. However, given Green Tech's failure to achieve its Accountability Plan goals in the areas of mathematics and college preparation, the board must strengthen its academic oversight and systems for holding the school's leadership team accountable for student outcomes.

Although the board has a plan to evaluate the co-principals, the board had not conducted the evaluations at the time of the visit. The board has not established clear and consistent accountability structures for the school's leadership. The board has placed priority focus in the leadership restructure and improved professional

APPENDIX B: BENCHMARK SUMMARY

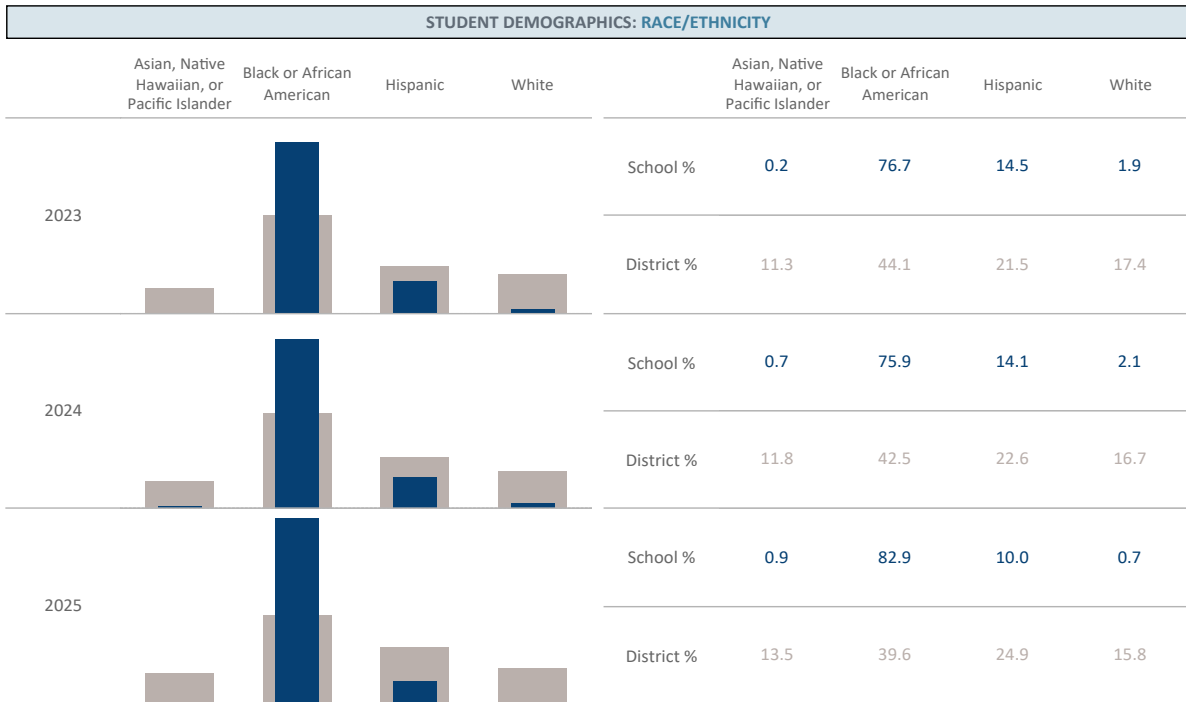
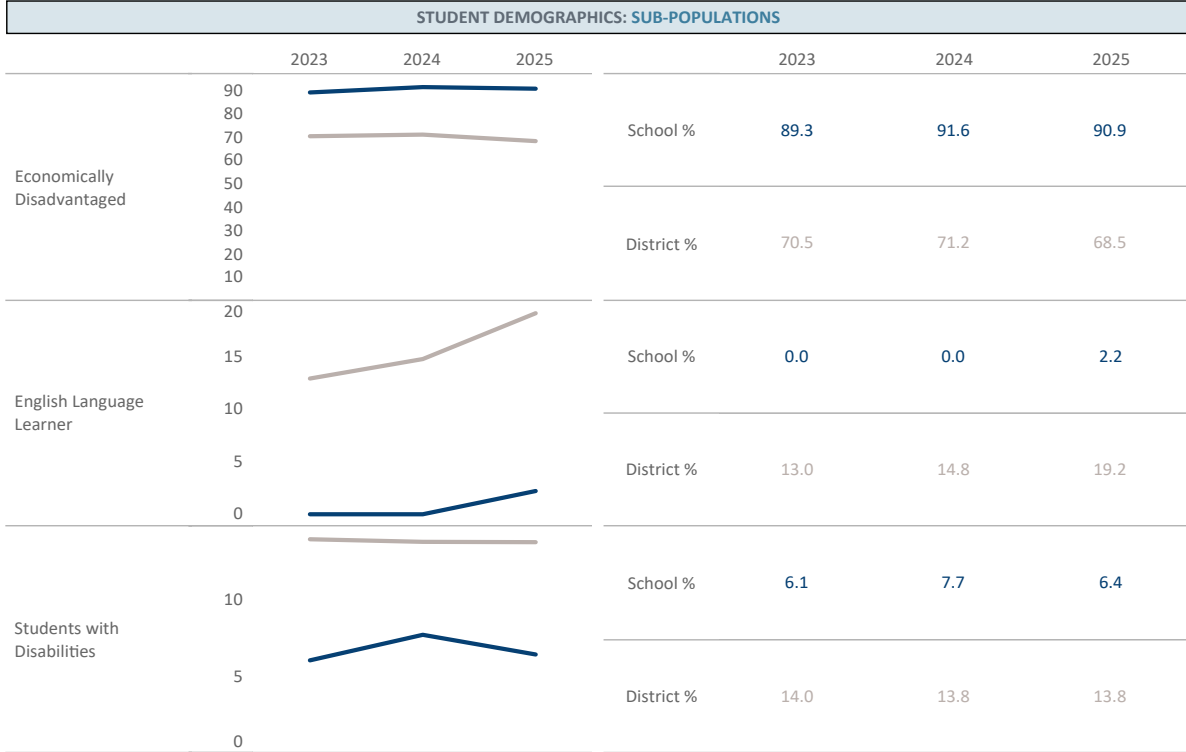
Ax^b
BENCHMARK
SUMMARY

culture to support improving staff member recruitment and retention. Board members plan to participate in a board retreat in summer 2026 during which board members will evaluate their performance and develop a strategic plan for the new charter term.

APPENDIX C: STUDENT DEMOGRAPHICS

Green Tech Charter School

Albany City School District



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

FISCAL BENCHMARKS SUMMARY



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.	+

"+" : 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.

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 to ensure current operating systems are reflected.

**MARCH
2025**

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.	N/A

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.

+



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