



**Valence College Preparatory
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Christina Buckley, Manager of Data, Assessment, and Compliance, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Angela Guerrero	Chair	Governance
Arjun Kapoor	Treasurer	Finance
Jose Santiago	Trustee	
Tony Shan	Secretary	Governance
Sandra Matthews	Trustee	
Ahmed Khan	Trustee	Finance
Lydia Orr	Trustee	

Mitchell Flax has served as the Executive Director and Head of School since 2019.

SCHOOL OVERVIEW

Valence College Prep equips scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity. The school is founded on the belief that every child can excel academically, deserves to be held to high expectations, and should be supported to reach them.

Valence opened in Fall 2019 and educated 117 scholars in grade five in its founding 2019-2020 school year. In subsequent years, Valence served 218 scholars in grades five and six in the 2020-2021 school year, 343 scholars in grades five through seven in the 2021-2022 school year, and 438 scholars in grades five through eight in the 2022-23 school year. In 2023-2024 the school continues to proudly serve approximately 440 scholars across grades five through eight, its full range of chartered grades.

Valence is built on seven core beliefs:

1. An intentionally structured school environment drives academic achievement
2. Excellent teaching yields strong academic performance
3. Success requires skills to solve challenging problems
4. Character underpins success in college and life
5. Literacy unlocks achievement as a learner
6. Applying a growth mindset ensures a drive toward mastery
7. Family partnerships support student success

The school's history and startup trajectory was profoundly affected by the COVID-19 pandemic, which began in the spring of the school's first year of operation and has continued to shape the school's model throughout its growth to full scale. The 2020-2021 school year was marked by multiple models of education, progressively fit to meet the needs of scholars and families, with a hybrid model and eventually a pod model to meet social needs in person with fully remote instruction for all students.

In the 2021-2022 school year, Valence reopened fully in person, having closed its last fully in-person program with 117 scholars and reopened with approximately three times as many students and staff. The school focused itself on restarting and cementing cultural and academic systems and on strong instruction to close academic gaps opened by the pandemic. Weathering a number of pandemic-related challenges to keeping the school operational and safe, the school remained focused on the academic challenges wrought by lost academic time during the previous two years. The school reimplemented daily small group instruction in reading in addition to scholars' core grade level academics, which was designed to aid in recovery of lost academic time. The school also implemented weekly social emotional learning classes and expanded the school's student support team as measures to support students as they returned to in-person school from two years of disrupted education.

In the 2022-23 school year, each of these programs functioned as a foundation to build on to support scholars to thrive academically and socially. During the 2022-23 school year, the school provided targeted intervention to all scholars that addressed their specific learning needs and provided social emotional learning opportunities. The school leveraged early diagnostic data from iReady and NWEA MAP, administered in September, and subsequent cycles of NWEA MAP testing, to create intervention

groups. They were created by scholar mastery levels in literacy and math skills, then refined by new data based on their growth in specific goal areas. Scholars received social emotional learning lessons on a weekly basis using a curriculum specifically designed for the academic level and developmental needs. Topics include self advocacy, problem solving, and financial literacy, and were taught by the scholars’ advisors.

As the school moves toward the 2023-2024 school year, the school plans to continue data-driven intervention, weekly social emotional learning opportunities, and a refined grade team management structure. Academic Deans have transitioned from supporting content areas to grade teams as Grade Level Deans, a change intended to develop a leadership focus on outcomes for each grade-level cohort of scholars and aligned, differentiated instruction to drive that. This change is also intended to foster stronger teacher ownership of day-to-day shifts in instruction based on the needs of scholars. In alignment with the school’s belief that excellent instruction is key to scholar success, we believe that these efforts will build on the school’s existing foundation to support scholars to thrive socially and academically.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21						78	140							
2021-22						77	143	123						
2022-23						79	108	120	118					

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

BACKGROUND

In our 2022-23 ELA classes, we used the *Reading Reconsidered* curriculum, which was first implemented in the 2021-22 school year. The *Reading Reconsidered* curriculum emphasizes the importance of close reading, which involves engaging with a text at a deep level, paying attention to details, and actively questioning and discussing the content. It encourages students to closely examine texts’ language, structure, and meaning to uncover layers of understanding. It embeds short nonfiction texts into longer works of fiction for its units, which develops scholars’ skills in novel study and nonfiction reading in parallel.

The analysis of Interim Assessment data showed that scholars had consistently scored lower with standards that used informational texts as well as writing. The Instructional Leadership Team made the

decision in Spring 2023 that *Reading Reconsidered* was not the best fit for our emerging readers and multilingual learners. Our large population of emergent readers and multilingual learners faced challenges when engaging with the *Reading Reconsidered* curriculum due to challenges scaffolding the curriculum for the diverse needs in our classrooms. The curriculum did not provide support and scaffolding specifically designed for emergent and multilingual learners. Our multilingual learners require additional instructional strategies, such as visual aids, simplified language, and vocabulary support, to help them access and understand the content effectively. While teachers made their best efforts to add these scaffolds to the material, we saw many instances where scholars struggled to progress and engage meaningfully with the materials as provided by the curriculum.

As a result, for the 2023-24 school year, Valence will shift from *Reading Reconsidered* to HMH's Programs: *Into Reading* and *Into Literature*. The HMH Into Reading curriculum is based on research on the essential elements of literacy with scaffolds for multilingual learners. The goal of transitioning to this new curriculum is to establish learning environments that provide extensive support for emergent readers and multilingual learners through a diverse range of learning formats. These formats include read-alouds, shared readings, engaging learning activities, and the integration of digital literacy materials. Additionally, the curriculum encourages ample opportunities for oral communication, experimentation with written materials, and participation in various literacy-related activities.

This shift in the curriculum includes the use of HMH's *Ed* program, which is a teaching, and a digital learning platform, which features many of HMH's core, supplemental, and intervention solutions. This includes but is not limited to:

- Printable & Interactive lessons for students
- Assessments
- Exit tickets
- Unit Projects
- Small Group mini lessons / Tier 2 & 3 instruction support

Into Reading and *Into Literature* also provides opportunities for our scholars reading at and about grade level to engage in literacy circles, independent projects, and extended research projects to provide appropriate challenges and opportunities to further develop their reading comprehension, critical thinking, and analytical skills. This curriculum will support our teachers to truly reach all scholars.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	
3								
4								
5	80			1				
6	116			4				
7	120	1						
8	118							
All								

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5	78	38	49%			
6	114	47	41%	68	30	44%
7	119	70	59%	118	69	58%
8	117	85	73%	114	83	73%
All	428	240	56%	303	182	60%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school met this accountability measure by exceeding the percent of students proficient in NYC District 28 for two of three tested grades with applicable comparisons and at the overall level for the ELA exam. The school will work to address sixth grade proficiency in ELA by developing instructional capacity at that grade level.

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	44%	68	51%	2071
7	58%	118	55%	2125
8	73%	114	65%	1966
All	60%	303	57%	6162

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ²		Effect Size
		Actual	Predicted	
3				
4				
5	91.0%	34.2%	23.8%	.68
6	93.0%	58.4%	43.6%	.92
7	89.4%	60.3%	36.7%	1.42
8				
All	91.3%	53.8%	36.7%	1.05

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

ELA assessments are administered using released state test questions, to assess student achievement internally. The school will track student achievement throughout the year to ensure data-driven instruction and promote proficiency in the subject. The school also administers internal diagnostic assessments in ELA to understand specific scholar mastery in the subject.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

NWEA

2022-23 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?

² Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	396	53.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	265	52	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	53.0	64	60.0	Yes
Measure 3, applied to the school's other large at-risk population: English Language Learners	Students learning English	53.0	81	59.0	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ students	75%	293	45.7%	No

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5	16.2%	68		

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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6	33.7%	101	41.5%	65
7	33.6%	116	33.6%	116
8	61.3%	111	62.4%	109
All	38.4%	396	45.7%	293

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5	59	68
6	61	101
7	68	116
8	42	111
All	64	397

SUMMARY OF THE ELA GOAL

The school has not yet met its absolute measures of performance in English Language Arts, but Valence students have made strong progress toward this goal in the 2022-23 school year. The school's initiatives to drive quality instruction and address learning loss appear to have driven strong gains as measured by MAP, and the school plans to continue to develop its ELA programs to push students toward and past its accountability plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	[data not yet available]
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	[data not yet available]

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
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EVALUATION OF ELA GOAL

The school has not met, but is approaching, its absolute goals in ELA. With 60% of all scholars in their second year at Valence meeting proficiency on the state exam, the school is not satisfied and aims to increase this number in 23-24 toward the goal of 75%. We are encouraged by the achieved proficiency rate in eighth grade of 76% and are motivated with urgency to achieve the same or greater proficiency for Valence scholars earlier in their time at Valence.

In evaluation of our internally administered MAP assessments, the school met the levels determined by measures 1 and 3. The school did not meet the level determined in measures 2 and 4, though scholar performance on measure 2 was close to the goal.

In measure 1, the school’s results exceeded the target of 50, with a median growth percentile of 53.5. This level of growth among all students is substantially higher than the target and also far exceeds the results of the prior year.

In measure 3, the school’s results far exceeded the target, with a median growth percentile of 60.0 among students with disabilities and 59.0 among scholars learning English, compared to a median growth percentile of 53.0 for both general education scholars and scholars with a mastery of English. The school implements robust interventions to support students with IEPs and students learning English, to ensure that students have access to the curriculum and are increasing their proficiency at a rate comparable to or greater than their general education peers. These interventions include differentiated instruction in the classroom, targeted daily small group instruction, as well as pull out and push in services. Performance of scholars with disabilities improved from the prior year, with a median growth percentile higher than scholars in general education. The school will continue to push toward parity across all of these groups.

Measures 2 and 4 were not met for students who began the school year below grade level and scholars enrolled in at least their second year, but the school nonetheless delivered a median conditional growth percentile of 52 among students with disabilities, compared to the target of 55. While not meeting the goal for measure 4, the school is encouraged by the improvement in projected state test proficiency since the prior year, and is eager to continue at a positive rate of growth beyond the 75% target. The school recognizes the impact of learning loss during the pandemic and will continue to provide appropriate support to all students to meet their learning needs.

ADDITIONAL CONTEXT AND EVIDENCE

The school’s Accountability Plan includes the following goal for MAP testing:

Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school’s students on the Reading Comprehension section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.

	Reading	
	Fall 22	Spring 23
5	44.6	46.2
6	42.6	44.6
7	47.3	52.1
8	52.5	48.7

The school saw positive but sluggish growth in MAP Reading percentiles in three of four grades, falling short of this performance goal. Given strong eighth grade state exam proficiency and large regressions in an abnormally large number of individual eighth grade student MAP scores, the school also suspects some level of diminished effort for eighth grade scholars on the Spring MAP assessment administered in June, which poses a challenge for evaluating the efficacy of the eighth grade academic program.

ELA ACTION PLAN

Valence will continue to develop and iterate on its model to target the literacy skills required to meet the school’s accountability goals. The efficacy of these structures driven by professional development is the greatest area for growth in the school’s current trajectory. The school plans to target the following structures and maximize their efficacy in each school year:

- Small Group Instruction in reading, using a range of targeted assessments for skills need identification
- Close reading in ELA and across all content classes
- Scholar and adult implementation of the Valence Habits of Close Reading, a unified set of literacy instructional strategies for use across content areas
- Continued but modified use of novel study and integrated nonfiction text study in thematic units, and increased use of shorter fiction texts in the school’s newly adopted curriculum

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

In the school’s analysis of Interim Assessment results in mathematics, instructional staff and leadership found that the school’s previous use of the Eureka curriculum did not adequately prepare our students for the high-level thinking they were expected to by the state standards and exams. We also found unique learning gaps and areas of opportunity that were unaddressed by our previous curriculum. Major challenges included that some scholars were struggling with key numeracy foundations that underpinned the grade level concepts they were learning, and some scholars struggled with understanding mathematical ideas at a conceptual level. In some portions of the curriculum, Eureka was an effective tool for teachers to develop these concepts, but in many others, it insufficiently supported

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teachers to develop scholars’ conceptual understanding. We saw in analysis of open-ended responses that many scholars struggled to critically think about these mathematical concepts and apply them to new situations. The previous curriculum didn't adequately provide support for students who needed additional accommodations, nor did it close the gap in fundamental skills needed for that grade level. In intervention terms, the school’s insight in 2022-23 was that the previous curriculum focused primarily on math procedures that were accessible to approximately 2/3 of our tier one scholars, leaving one third of tier one and nearly all of our tier two and three scholars struggling with the material.

The school has adopted HMH’s Into Math curriculum as of January 2023, which provides a stronger toolset for teachers to drive strong conceptual instruction and discussion and better scaffolds for students with numeracy gaps. The new curriculum drives greater inclusivity for all students. Each lesson provides the opportunity to practice foundational skills to build up understanding and act as an access point for students.

In the second half of the 2022-23 school year, math teachers reported feeling better supported by this program because it provides resources, strategies, and professional development opportunities to effectively differentiate their lessons to meet students' needs. The school’s educators also appreciate greater flexibility in the curriculum to modify content and pace, while remaining rigorous to prepare students to become critical thinkers and math masters. This curricular change better supports Valence math teachers to own the math content of their course and drive the diverse set of learners in their care to master that content.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusa l	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3									
4									
5	81								
6	120								
7	118	3							

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8	118								
All									

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5	81	48	59%			
6	120	80	67%	68	47	69%
7	118	90	76%	117	89	76%
8	118	89	75%	115	87	76%
All	437	307	70%	303	223	74%

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

The school exceeded NYC District 28 scores in all comparison grades and at the overall level on the Mathematics exam.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	69%	68	48%	2130
7	76%	117	54%	2134
8	76%	115	37%	582
All	74%	303	49%	4846

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3				
4				
5	91.0%	42.1%	20.2%	1.29
6	93.0%	40.9%	20.5%	1.32
7	89.4%	60.5%	18.9%	2.68
8				
All	91.3%	48.2%	19.8%	1.80

Math Measure 5 - Growth

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Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Math assessments are administered using released state test questions, to assess student achievement internally. The school will track student achievement throughout the year to ensure data-driven instruction and promote proficiency in the subject. The school also administers internal diagnostic assessments in mathematics to understand specific scholar mastery in the subject.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

NWEA

2022-23 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	397	64	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	271	61	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	65.0	63	47.0	No
Measure 3, applied to the school’s other large at-risk population: English Language Learners	Students learning English	65.0	81	58.0	No

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	290	23.1%	No
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End of Year Performance on 2022-23 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
3				
4				
5	8.5%	71		
6	15.5%	97	21.3%	61
7	19.0%	116	19.0%	116
8	28.3%	113	29.1%	110
All	18.9%	397	23.1%	290

End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5	58	71
6	72	97
7	70	116
8	53	113
All	64	397

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

SUMMARY OF THE MATHEMATICS GOAL

The school has not yet met its absolute measures of performance in Mathematics, but Valence students have made tremendous progress toward this goal in the 2022-23 school year. The school’s initiatives to drive quality instruction and address learning loss appear to have driven strong gains as measured by MAP, and the school plans to continue to develop its math programs to push students toward and past its accountability plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Overall, the school has not met its absolute goal for state exam proficiency of 75%, but at 74%, the school is nearly at this goal. We are not complacent at this level of proficiency and hope to continue to push to reach all scholars in math and push past this goal and beyond in mathematics in 2023-24.

In examination of the school’s internally administered MAP results, the school met and surpassed the levels determined by measures 1 and 2. The school did not meet the level determined in measures 3 and 4.

In measure 1, the school’s results far exceeded the target of 50, with a median growth percentile of 64. The school is encouraged by the level of growth among all students, which also exceeds the data reported in the prior year. In measure 2, the school’s results exceeded the target of 55, with a median growth percentile of 61 among students who did not receive a proficient score at the beginning of the school year. The school has intentionally implemented robust interventions to remediate learning loss due to the pandemic, and continues to deliver data-driven instruction to determine students’ needs and provide appropriate support.

In measure 3, the school’s results did not meet the target, with a conditional growth percentile of 47 among students with disabilities, compared to median 65th percentile among general education students. The school similarly did not meet the target for English learners, with median 58th percentile growth. Nonetheless, it should be noted that either of these median conditional growth percentiles would substantially exceed the standard target of 55th percentile growth. The school implements robust interventions to support students with IEPs and English Language Learner statuses, to ensure that students have access to the curriculum and are increasing their proficiency at a rate comparable to or greater than their general education peers. These interventions include differentiated instruction in the classroom, targeted daily small group instruction, as well as pull out and push in services.

While not meeting the goal for measure 4, the school is encouraged by the improvement since the prior year, and is eager to continue at a positive rate of growth beyond the 75% target. The school will continue to provide appropriate support to all students to meet their learning needs.

ADDITIONAL CONTEXT AND EVIDENCE

The school’s Accountability Plan includes the following goal for MAP testing:

Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school’s students on the Mathematics section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.

	Math	
	Fall 22	Spring 23
5	40.7	45.0
6	45.2	50.3
7	49.1	54.3
8	59.0	58.7

The school also administered the Regents Algebra I exam to all eighth grade scholars who were enrolled in the course, approximately half of the eighth grade cohort.

Regents Algebra I 22-23		
Pass	Total Tested	Pass %
64	68	94.1%

The school hopes to increase this passing rate in its second year of Algebra instruction and assessment.

MATHEMATICS ACTION PLAN

The school will focus, especially in mathematics, on efforts to reach all learners where they are in math and to provide them supports to grow quickly toward grade level standards. The school plans to further develop its instructional strengths and ability to differentiate and close gaps in mathematics in the coming school year. The school will continue to target skills in data cycles and using intellectual preparation meetings and collaboration. We will also provide targeted intervention to scholars in need of foundational numeracy intervention via both in-school intervention, in both the intervention block and in ICT classrooms, and after school tutoring structures.

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

In the first two years of operation, the school used a mixture of other strong charter networks’ science curricula with internally developed curricula. The school’s instructional leadership reviewed performance tasks in science annually and determined that there was a need for stronger materials to facilitate teacher delivery of NGSS-aligned instruction. The materials from Amplify science are a base that allows science teachers to teach both the content of science and its practice. These materials have been in use since the 2021-22 school year and continue to be a strong resource for teachers to develop impactful science lessons and develop scholars’ scientific knowledge and thinking.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

Because the school administered Living Environment Regents to all 8th grade students, test data for the state test in science was not collected, but the school has Regents pass rate data in its stead. The school also assessed MAP Science in select grades during 2022-23. No Valence eighth grade students took the state science exam because all were enrolled in Regents Living Environment. Following is the school’s Regents pass rate for Living Environment for 2022-23:

Regents Living Environment		
Pass	Total Tested	Pass %
80	118	67.8%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The following measure is not applicable because no Valence students take the state science exam.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

This response is not applicable because no Valence students take the state science exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	

EVALUATION OF THE SCIENCE GOAL

Because Valence students have not taken a state science exam, the school must use its own internal assessments as well as the benchmarks for goal achievement in science.

The school’s first class of 8th graders completed the Living Environment Regents in the 2022-23 school year. Scholars in 8th grade prepared by taking a Living Environment class assessment with a pass rate of 62% and a mock Regents with a pass rate of 67.2%. The data on these assessments was leveraged to close gaps and push more scholars toward passing. The school’s experience here has also shaped curricular choices and choices in scope and sequence for the upcoming year’s Living Environment course.

ADDITIONAL CONTEXT AND EVIDENCE

Fifth grade scholars at Valence took the MAP assessment in Science in the Fall and Spring, with the following percentile achievement, on average:

	Science	
	Avg Fall 22 %ile	Avg Spring 23 %ile
5	43.6	50.4

ACTION PLAN

Valence will continue its use of science curricula aligned to NGSS standards and designed for students to become more knowledgeable in science and better practitioners of science and engineering. Valence will continue to adapt based on assessment data, including mock Regents exams. The school’s fifth graders will take the new NYS science exam for fifth grade in the 2023-24 school year, which will provide new baseline data for fifth grade science achievement.

GOAL 4: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good standing
2021-22	Good standing
2022-23	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

Valence College Prep has been in Good Standing for the duration of the current accountability period.