

**Valence College Preparatory Charter  
School**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Christina Buckley, Manager of Data, Assessment, and Compliance, prepared this 2021-22 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)
Shruti Chopra	Trustee	Governance
Angela Guerrero	Chair	Governance
Ahmed Khan	Trustee	Finance
Lydia Orr	Trustee	Academic Achievement
Jose Santiago	Trustee	Academic Achievement
Tony Shan	Secretary	Governance
Arjun Kapoor	Treasurer	Finance
Sandra Matthews	Trustee	Finance

**Mitchell Flax has served as the 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 the 2019-2020 school year, then 218 scholars in grades five and six in the 2020-2021 school year, and 343 scholars in grades five, six, and seven in the 2021-2022 school year. In 2022-23, the school proudly serves 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. Despite several pandemic threats to the school’s staffing and attendance, the school was able to stay fully in person for nearly the entire school year, pivoting only once in December to several days of remote learning. 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. As the school looks forward to the 2022-23 school year, each of these programs is a foundation to build on to support scholars to thrive academically and socially.

## 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
2017-18														

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2018-19														
2019-20						117								
2020-21						78	140							
2021-22						77	143	123						

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will be proficient in English language arts.

#### BACKGROUND

The Valence approach to ELA is multi-pronged to support scholars in their literacy with a range of methods.

- 1) Extended block ELA class combining reading and writing, rooted in novel study and using nonfiction text to contextualize novel settings and create thematic units
- 2) Reading Circle block dedicated to small group intervention for lower readers, including phonics instruction for beginning readers, and book clubs for higher readers
- 3) Independent Reading block for scholars to choose their own texts, with a word total goal for each scholar for the year
- 4) Text-based instruction in Science and Social Studies
- 5) Writing instruction and oral performance in Performing Arts
- 6) Supplemental intervention for struggling readers during arrival and PM homework blocks
- 7) Targeted standards-based intervention with grouping based on performance on grade level standard assessments

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

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.

#### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 7th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5	73		3		2	78
6	137				2	139
7	121					121
8						
All						

### RESULTS AND EVALUATION

Valence students in their second year achieved mastery at a rate similar to the mastery achieved in the whole school population. Just over half of the students in 6th grade were in their second year at the school, and 58% of them achieved a mastery level grade. This is equal to the 58% mastery among all 6th graders. Nearly all of the students in 7th grade were in their second year at the school, and similar levels of students achieved mastery, with 61% of students in their second year at a mastery level, and 60% of the whole grade. While the school aims to achieve its Accountability Plan goals of 75%, we believe that pandemic learning loss contributed to lost opportunities for progress among all students, impacting foundational skills that support grade level content areas being taught. The similar levels of mastery across these cohorts in 6th and 7th grade supports the effectiveness of the school’s data-driven instructional practices that prioritize critical thinking and independent learning habits.

The school operates under the hypothesis that these instructional practices have thus far driven the positive gains in proficiency we see, and we are determined to continue refining teaching and learning strategies to increase student achievement toward the school’s absolute measure goal in the upcoming year.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

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

<sup>1</sup> Students exempted from this exam because of Entering English Language Learners (ELL) status, absence for part of the exam, or voluntary opt-out from the exam.

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5	34%	73		
6	58%	137	58%	79
7	60%	121	61%	119
8				
All				

### ADDITIONAL EVIDENCE

Due to the COVID-19 pandemic, the school was in its first year of fully in-person instruction since opening in 2021-22. The school is eager to track year over year progress in subsequent years. 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.

#### Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Comparative Measure

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.

### METHOD

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.<sup>2</sup>

### RESULTS AND EVALUATION

Data to inform this reporting has not been released as of 9/15/2022.

#### 2021-22 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 <sup>nd</sup> Year	All District Students

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

### ADDITIONAL EVIDENCE

The school is eager and ready to review and analyze state exam comparisons for peer schools and the school's district once they are available.

#### Goal 1: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	336	71	Yes

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Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	216	80.5	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>3</sup>	72	50	65	No
Measure 3, applied to the school's other large at-risk population: English Language Learners	Students learning English	71	98	76	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>4</sup>	2+ students	75%	199	64%	No

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, though when measure 3 is applied to students learning English, the school met the goal.

In measure 1, the school's results far exceeded the target of 50, with a median growth percentile of 71. 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 2, the school's results far exceeded the target of 55, with a median growth percentile of 80.5 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.

Measure 3 was not met for students with disabilities, but the school nonetheless delivered a median conditional growth percentile of 65 among students with disabilities, as compared to the 71st percentile among general education students. The school did deliver a median growth percentile for English learners exceeding that for non-English learners. 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

<sup>3</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>4</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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. The school will continue to push toward parity across all of these groups.

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	
	Avg Fall %ile	Avg Spring %ile
<b>5th</b>	39.8	44.8
<b>6th</b>	39.6	45.4
<b>7th</b>	43.0	55.8

The school met this goal during the 2021-22 school year in Reading.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

The school has not yet met its absolute measures of performance in English Language Arts, but Valence students have made tremendous progress toward this goal in the 2021-22 school year, the first one in two years fully in person. 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	No data

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	language arts 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 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.	N/A
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
Growth	Each year, 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards- aligned NWEA MAP results in Reading and Language Usage.	Met

### 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 the 2022-23 school year:

- Small Group Instruction in reading, using a range of targeted assessments t for skills need identification
- Close reading in ELA and across all content classes
- A unified set of literacy instructional strategies for use across content areas
- Novel study and integrated nonfiction text study in thematic units

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will be proficient in mathematics.

### BACKGROUND

The Valence approach to mathematics is built around a core math course with supplemental supports for all scholars and specific groups of scholars that need interventions. Following are the elements of the Valence math program:

- 1) Extended block math class that integrates procedural and conceptual mathematics instruction and includes both cognitively guided and explicit instruction in problem solving
- 2) Targeted standards-based intervention with grouping based on performance on grade level standard assessments
- 3) Supplemental intervention for small groups on the cusp of mastering grade level standards
- 4) Saturday Academy with foundational numeracy and problem solving for students with core numeracy gaps
- 5) Fast math practice during arrival for all students

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 2: Absolute Measure

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.

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 5 through 7 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5	76				2	78
6	137				2	139
7	119				1	120
8						
All						

### RESULTS AND EVALUATION

Valence students in their second year achieved mastery at a level similar to the whole school population. Just over half of the students in 6th grade were in their second year at the school, and 42% of them achieved a mastery level grade. This is similar to the 41% mastery among all 6th graders. Nearly all of the students in 7th grade were in their second year at the school, and similar levels of students achieved mastery, with 60% of students in their second year at a mastery level, and 61% of the whole grade. While the school is actively pushing toward the threshold defined in its Accountability Plan, pandemic learning loss has likely had detrimental effects on mastery for all students, impacting foundational skills that support content areas being taught. The similar levels of mastery across these cohorts in 6th and 7th grade supports the effectiveness of the school’s data-driven instructional practices that prioritize critical thinking and independent learning habits.

The school operates under the hypothesis that these instructional practices have thus far driven the positive gains in proficiency we see, and we are determined to continue refining teaching and

<sup>5</sup> Students exempted from this exam due to absence for at least one part of the exam or because of a voluntary opt-out.

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learning strategies to increase student achievement toward the school’s absolute measure goal in the upcoming year.

### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	42%	76		
6	41%	137	42%	79
7	61%	119	60%	118
8				
All				

### ADDITIONAL EVIDENCE

Due to the COVID-19 pandemic, the school was in its first year of fully in-person instruction since opening in 2021-22. The school is eager to track year over year progress in subsequent years. 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.

#### Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 2: Comparative Measure

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.

### METHOD

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.<sup>6</sup>

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RESULTS AND EVALUATION

Data to inform this reporting has not been released as of 9/15/2022.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

ADDITIONAL EVIDENCE

The school is eager to review this information once it is released.

**Goal 2: Comparative Measure**

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 2: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	314	81	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	208	73.5	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>7</sup>	84	51	73	No
Measure 3, applied to the school's other large at-risk population: English Language Learners	Students learning English	85	98	70	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>8</sup>	2+ students	75%	203	59%	No

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 81. The school is encouraged by the level of growth among all students, which also far exceeds the data reported in the prior year. In measure 2, the school's results far exceeded the target of 55, with a median growth percentile of 73.5 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.

<sup>7</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>8</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

In measure 3, the school’s results did not meet the target, with a conditional growth percentile of 73 among students with disabilities, compared to median 84th percentile among general education students. The school similarly did not meet the target for English learners, with median 70th 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 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.*

	Math	
	Avg Fall %ile	Avg Spring %ile
<b>5th</b>	35.5	48.2
<b>6th</b>	35.1	44.2
<b>7th</b>	47.5	58.9

The school met this goal during the 2021-22 school year in Math.

**SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL**

The school has not yet met its absolute goals, but very strong MAP Growth in Mathematics and 7th grade state test proficiency approaching the absolute measures suggest that the school’s in-person programs are directionally positive for student achievement and will yield greater achievement with greater investment in the 2022-23 school year.

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

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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.	No data
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.	N/A
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

### ACTION PLAN

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. The school also plans to target the needs of students at academic risk by training all teachers in cognitively guided instruction for stations blocks in 5th and 6th grade and for tutoring in the 7th and 8th grade.

### GOAL 3: SCIENCE

#### Goal 3: Science

Students will be proficient in science.

#### BACKGROUND

Valence science is built around the Next Generation Science Standards (NGSS), training scholars in both the knowledge foundational to science and the practice of science. The curriculum for fifth grade builds knowledge in multiple scientific disciplines to establish foundations in areas of physical science, chemistry, and earth science, as well as to develop scholars' engagement in experimentation. The fifth grade science program includes a fall science fair and a spring engineering and design project, both of which develop habits in the practice of science atop knowledge of science. In tandem with the school's computer science program, Valence students are prepared to solve complex problems. All eighth grade Valence students are enrolled in Regents Living Environment and prepared via a full lab science to take and succeed on the Regents exam.

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 3: Absolute Measure

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.

### METHOD

The school administered internally developed assessments in 2021-22 aligned to the Disciplinary Core Ideas taught in each unit. Students were also assessed using rubrics aligned to NGSS Science and Engineering Practices. The Living Environment Regents exam will be administered in 2022-2023 to all 8th graders, and the school is eager to report on achievement measured by the exam, and growth in subsequent years.

### RESULTS AND EVALUATION

The school has no externally validated evidence to support whether students are on track for proficiency on the eighth grade science exam. Because the school will administer Living Environment Regents to all 8th grade students, test data for the state test in science will not be collected, but the school will have Regents pass rate data in its stead. The school also plans to begin assessing using MAP Science in select grades during 2022-23.

### ADDITIONAL EVIDENCE

Valence has no basis for year-to-year trends at this time.

#### **Goal 3: Comparative Measure**

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 Institute does not require charters to report on this measure for 2021-22.

### ADDITIONAL CONTEXT AND EVIDENCE

Valence has no basis for year-to-year trends at this time.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school has planned toward meeting the science proficiency goal but has no strong measures yet to determine its success.

### ACTION PLAN

Valence will continue its adoption and 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. As Valence teachers develop their use of the curriculum, Valence will adapt based on assessment data, including mock Regents exams.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 4: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

Valence College Prep is in good standing.

### ADDITIONAL EVIDENCE

Valence College Prep is in its third year and thus has been in Good Standing for the duration of the current accountability period.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing