



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
TRUXTON ACADEMY CHARTER SCHOOL*

Report Date: January 24, 2024

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Charter Schools Institute
The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

2 RENEWAL RECOMMENDATION

3 EXECUTIVE SUMMARY

5 DATA PRESENTATION

22 FISCAL ANALYSIS

27 FUTURE PLANS

28 APPENDICES

A: Charter School Overview

B: Report Information



CHARTER SCHOOL BACKGROUND

TRUXTON ACADEMY CHARTER SCHOOL

6337 Academy Street, Truxton | Grades: K-6 | Homer Central School District

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Truxton Academy Charter School (“Truxton”) on October 18, 2018. The school opened in fall 2019, serving 44 students in Kindergarten – 2nd grade.



MISSION

The mission of Truxton Academy Charter School is to cultivate an enthusiasm for learning through a project based curriculum that celebrates our rural life, environmental stewardship, and our agricultural heritage. Using real world, student centered learning we will plant a foundation for future academic success.

CURRENT CHARTER

Serves: Kindergarten – 6th

Chartered Enrollment:
138

Charter Expiration:
July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 6th

Chartered Enrollment:
132

Charter Expiration
July 31, 2027

KEY DESIGN ELEMENTS

Project-based learning;



Environmental studies and rural life skills; and,



Agricultural heritage and history.



RENEWAL RECOMMENDATION

SHORT-TERM RENEWAL

Short-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Truxton Academy Charter School for a period of three years with authority to provide instruction to students in Kindergarten – 6th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 140 students. The Institute makes this recommendation based on Truxton Academy Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*

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



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



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

REQUIRED FINDINGS

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

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

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Truxton demonstrates a limited record of success in its initial charter term. At the time of the Institute’s 2023 renewal visit, the school leader and board demonstrated improvement in developing nascent systems after a particularly challenging year with staff member turnover and student attrition. The school has a program of sufficient strength and the board and school leader demonstrate a clear understanding of the school’s needs. A short charter term will allow the school to continue on its path of development and meet or come close to meeting its Accountability Plan goals in a future charter term.

Truxton experienced the departure of its founding school leader after the 2021-22 school year and struggled with attrition among staff members during the 2022-23 school year under the new school leader. At the time of the Institute’s evaluation visit in spring 2023, the entire school leadership team was new and every stakeholder group cited a breakdown in communication, school culture, and systems across the school in the previous school year. In fall 2023, Truxton’s board terminated the school leader. The school’s current leadership team is composed of a full time executive director and a part-time student achievement coordinator who supports teachers remotely due to the school’s rural location. As of fall 2023, adult culture had stabilized enough to increase the likelihood of teacher retention in future school years.

The Institute’s spring 2023 analysis of the school’s program identified a lack of consistent and effective systems across each of the Institute’s Qualitative Education Benchmarks. Most notably, the school’s teaching and learning was not sufficiently rigorous to prepare students to meet and exceed state standards due to no set curricular programs. Although teachers establish safe and welcoming environments, the school did not have a common set of teaching practices or an instructional framework to support consistent and cohesive instructional systems across the school. To prioritize academic growth in mathematics and English language arts (“ELA”), the school stepped away from project based learning (“PBL”) rooted in agricultural science, a key design element upon which the SUNY Trustees approved the original charter.

The Institute observed improvements in Truxton’s educational program during the fall 2023 renewal visit. The school implements an assessment system that collects student performance data using i-Ready, mCLASS, and NWEA MAP assessments in ELA and mathematics. Teachers also implement i-Ready mathematics and CKLA ELA curricula across Kindergarten – 6th grade. Truxton is reintroducing dedicated PBL time in the schedule and provides teachers with resources to support with planning PBL. Teachers work to incorporate PBL into curricular units as appropriate. The Institute observed students completing projects on topics such as composting and pumpkin growth. School leaders also anticipate finished construction of a new educational barn before the end of the current school year.

The school’s board and executive director are engaged in a search for a new school leader who will ensure changes in the program’s assessment and curricular systems continue to support the growth trajectory of the school. The board’s goal is to have the new leader hired by January 2024.

The information below presents the key findings for the SUNY Trustees and highlights the successes of the charter.

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the charter an academic success?

Truxton's academic record is mixed and limited but the school has strengthened the quality of its educational program. Truxton demonstrates academic growth and success in the following ways:

- In 2021-22, Truxton's students enrolled in at least their second year performed slightly higher than the comparison district in ELA;
- In 2022-23, the school posted median growth percentiles of 51 in ELA and 46 in mathematics on the nationally normed NWEA MAP assessment, surpassing and coming close to the target of 50, respectively; and,
- In 2021-22, 91% of Truxton 4th grade students tested at or above science proficiency, exceeding the comparison district by 24 percentage points.

Is the charter an effective, viable organization?

Truxton's board improved its oversight of the organization during the charter term, as evidenced by updated policies and procedures, completed board self-evaluation and strategic planning, and increased frequency of teacher and community surveys. In response to the Institute's evaluation visit in spring 2023, the board supported the school in launching new curricula and implementing accountability systems to track progress toward success on key initiatives. Notably, the school is supported by community volunteers who support teachers and students through the school's reading buddy and rural life lab programs.

Is the charter fiscally sound?

Truxton Academy Charter School is fiscally sound based on the Institute's review of the renewal application and quarterly financial reporting across the charter term. The education corporation has met its fiscal benchmarks throughout the charter term and presents a reasonable and feasible fiscal plan for the next charter term.

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

Truxton's plans for the future are reasonable, feasible, and achievable. The charter plans to continue building on many of the improvements made in the current school year and hire a principal aligned with the school's vision and mission. After stepping back from PBL during the 2022-23 school year, Truxton is prioritizing PBL with the installation of a new small animal barn on the school grounds.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for a short-term renewal.

The Institute recommends that the SUNY Trustees grant Truxton Academy Charter School a Short-Term Initial Renewal of three years.



DP

DATA PRESENTATION

PAGES: 6-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

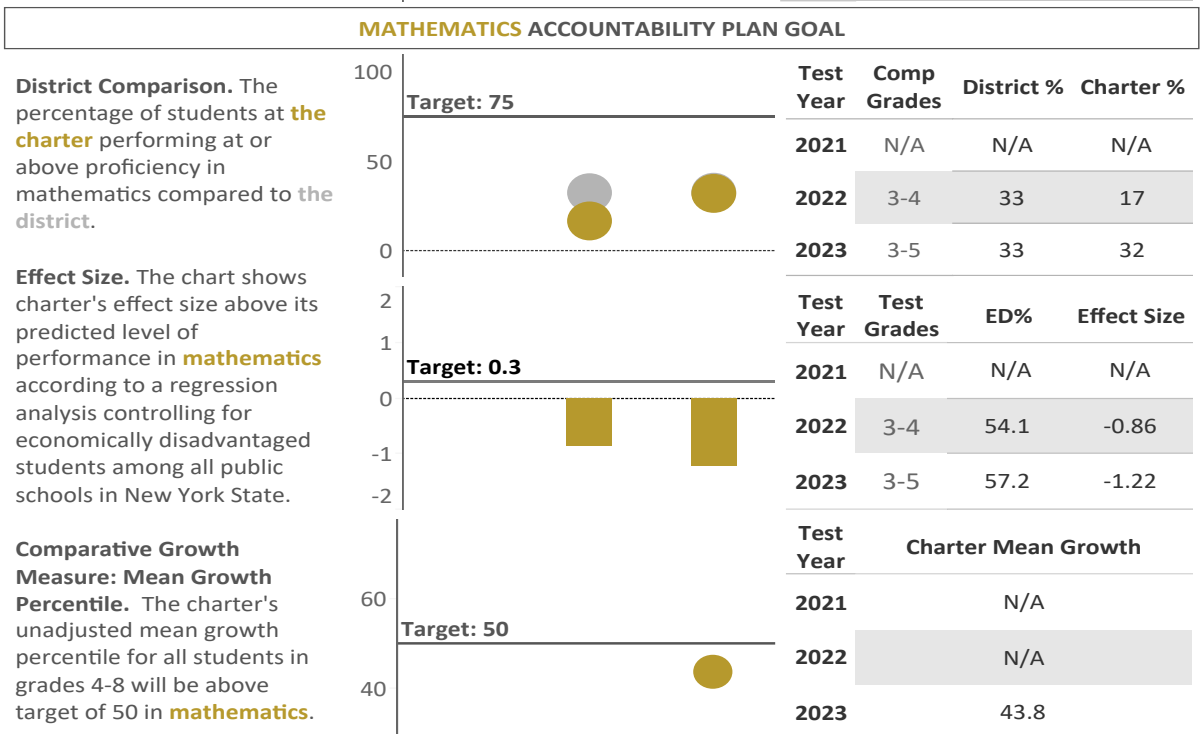
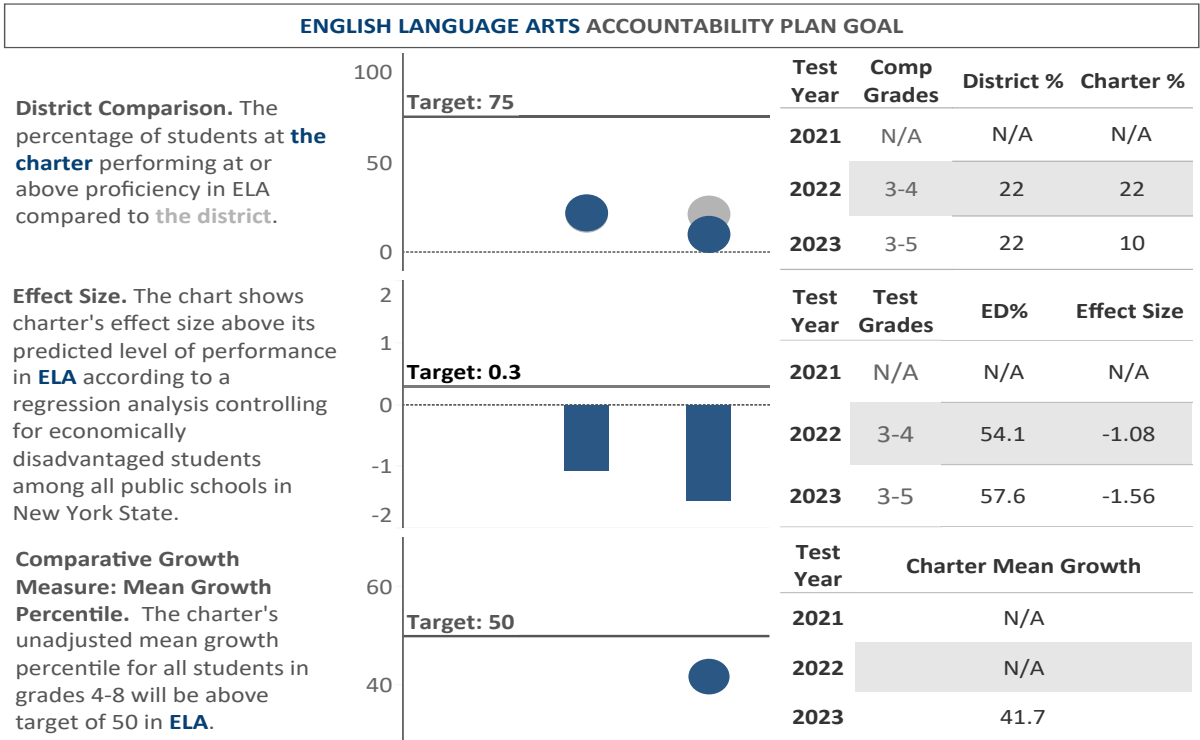
SD

STUDENT
DEMOGRAPHICS



ACADEMIC PERFORMANCE

TRUXTON ACADEMY CHARTER SCHOOL





ACADEMIC PERFORMANCE

TRUXTON ACADEMY CHARTER SCHOOL



TESTED PERCENTAGES

	2022		2023	
	ELA	Math	ELA	Math
School Tested Number	37	37	33	32
School Tested %	100.0%	100.0%	94.3%	91.4%
District Tested %	96.5%	94.3%	91.8%	91.3%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023
Students with Disabilities Tested on State Exam	5	1
Charter Percent Proficient on ELA Exam	s	s
District Percent Proficient	2.0	0.0
Tested on NYSESLAT Exam	1	2
Charter Percent 'Commanding' or Making Progress	s	s

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

ACADEMIC PERFORMANCE



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

Truxton produced a record of mixed and limited achievement against its academic Accountability Plan goals during its initial charter term. The school posted its first set of state exam results suitable for analysis in 2021-22, the first year of state exams after interrupted instruction due to COVID-19. While the charter's first set of scores on state assessments were low, Truxton demonstrates some promising comparative performance relative to the district from which it draws a plurality of students. The school posted positive growth trends on nationally normed internal assessments. This record of promising performance along with continued programmatic improvement evident during the renewal visit indicates that the school is likely to meet or come close to meeting its Accountability Plan goals in the additional time a future charter term would allow.

The school first enrolled students in state testing grades during 2020-21, and therefore only posted credible and reliable baseline state exam results in 2021-22. That year, 22% of Truxton's 3rd and 4th grade students enrolled in at least their second year scored at or above proficiency in ELA and 17% did so in mathematics. The Institute evaluates school performance in comparison to the local district as well as other districts or groups that represent a fair comparison based on school enrollment patterns. During 2021-22 and 2022-23, Truxton enrolled a plurality of students from the Cortland City School District, the district for which comparative performance data is presented above. In 2021-22, Truxton's students enrolled in at least their second year performed at the same level as the comparison district in ELA and below the comparison district in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Truxton performed lower than expected in both subjects.

In 2022-23, Truxton's record of performance in these two key academic goal areas shifted. In ELA, Truxton performed lower than the district by 12 percentage points and lower than expected in comparison to demographically similar schools throughout the state. However, the school closed its mathematics performance gap with the district. Truxton continued to perform lower than expected in comparison to schools throughout the state enrolling similar proportions of economically disadvantaged students in 2022-23 but the school nearly matched the district's mathematics performance.

Although the charter's first set of state exam data were mixed, Truxton demonstrated growth on internal assessment results. Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter's internal assessments to evaluate the charter's academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize state exam data from subsequent years. In 2022-23, Truxton demonstrated clear growth in ELA and mathematics according to the NWEA MAP assessment. The school's tested students posted median growth percentiles of 51 in ELA and 46 in mathematics, coming close to and surpassing the target of 50. This growth trend and an improved educational program as measured by the Qualitative Education Benchmarks indicate the school's potential to grow its performance in the time a Short-Term Renewal would allow.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Truxton implements assessment tools to provide leaders and teachers with student data, but the school has not yet established clear systems to analyze data or use data to inform instruction. Truxton administers computer-based assessments including i-Ready, NWEA MAP, and mCLASS three times each year to collect diagnostic and growth data on student performance in mathematics and ELA. The school plans to phase out NWEA MAP administration and fully implement i-Ready by the end of the 2023-24 school year when the NWEA contract sunsets. In addition to the suite of nationally normed assessments, the school's curricular programs for mathematics and ELA supply teachers with aligned daily exit tickets and weekly mastery quizzes to measure student progress. In the Institute's spring 2023 evaluation visit to Truxton, several staff members were unaware of how to access assessment data or utilize available adaptive resources. However, at the time of the fall 2023 renewal visit, school leadership enhanced data actionability and accessibility for teachers.

Although Truxton's processes for collecting valid and reliable academic data have improved, teachers do not consistently or effectively use assessment results to meet student needs. While computer-based platforms ensure sufficient accuracy and validity in scoring, the school does not implement clear procedures for grading other classroom assessments to preserve the rigor of the curricular materials, resulting in teachers not holding students accountable for producing grade level work. Teachers do not have a codified process for using assessment results to inform instruction by grouping students or providing additional intervention. Despite small class sizes and a low student to teacher ratio, most lessons did not provide targeted or differentiated support to students based on previously identified knowledge and skill gaps. Teachers' processes for identifying students for additional support are largely ad hoc and lack the structure of defined data cycles and focused progress monitoring evident at most high performing charter programs.

At the time of the renewal visit, Truxton school leaders were in the process of creating stronger data-informed schoolwide practices to improve the academic program, including implementing a data-driven response to intervention ("RTI") system; ensuring that teachers can upload student grades to SchoolTool in a timely manner to keep parents informed of student progress; verifying family access to SchoolTool; and, developing additional training to support teachers' capacity to analyze and respond to data trends. Following two leadership transitions and a realignment of the school's academic priorities in response to the 2021-22 New York State exam data, Truxton recognizes the need to continue refining the school's assessment systems to better evaluate the impact of instructional decisions, codify expectations for data use, and strengthen teachers' capacity to support different learners based on assessment results.

CURRICULUM

Since the Institute's spring 2023 visit, Truxton has established a clear curricular framework in mathematics and ELA to guide teachers in planning purposeful, focused lessons. The framework provides a fixed, underlying structure that is both aligned to state standards and vertically aligned across grades to develop depth and continuity of learning. For instance, the CKLA curriculum integrates ELA and social studies content while

ACADEMIC PERFORMANCE

i-Ready informs mathematics instruction throughout the academic program. The implementation of codified ELA and mathematics curricula undergirds a significant improvement in the coherence of the academic program and consistency of instructional quality throughout the school, and both leaders and teachers note the value of having common materials to ground discussions about teaching and learning. By providing teachers with resources including scope and sequence documents, scripted lessons, aligned assessments, student materials, and curricular coaching support, Truxton is better positioned to guide student growth, support teacher development, and control for the quality and consistency of instruction.

While Truxton's new curricular programs support teachers in knowing what to teach and when to teach it, leaders' expectations for teachers' use and adaptation of the materials are not clear. Leaders have not yet defined a process for lesson preparation and content internalization. Although teachers can work with the student achievement coordinator to identify priority standards and locate external resources for students as needed, instructional leaders have not established a consistent practice to spot check curriculum implementation in classrooms. Truxton teachers have significant autonomy in the selection of resources for science, social studies, and rural life lab, the school's agricultural and outdoor education class. While some teachers effectively integrate key themes into cross subject PBL, leaders provide limited oversight, and the planning and execution of the content beyond mathematics and ELA is mixed.

Although Truxton's curriculum committee, composed of board members, teachers, leaders, and community members, made a recommendation for the current programs to the full board and school leadership, the school has to yet create a formal structure for developing supplemental resources or evaluating the effectiveness of the programs.

PEDAGOGY

Most teachers deliver purposeful lessons with clear objectives aligned to the school's new curricular programs, demonstrating much improvement since the Institute's spring 2023 visit. Teachers introduce and revisit lesson objectives throughout the lesson. In some observations, lessons were less purposeful and did not demonstrate close alignment with grade level expectations or pacing was less effective as students either completed a task quickly or did not have the opportunity to move on to a next step. Due to the small class sizes, teachers regularly and effectively use techniques to check for understanding. In the majority of lessons, teachers consistently circulate the classroom and provide one on one feedback to students. While this is the primary strategy teachers use to check for understanding, some teachers review data and pull a small group of students for additional support and direct instruction while other students focus on independent work. Teachers are mixed in their responses to student misconceptions. In some cases, teachers quickly pivot instruction and unpack a student misunderstanding. In a few examples, teachers were not prepared to address misconceptions, and so missed opportunities to adjust instruction to meet student needs in the moment.

Teachers are developing skills to include opportunities to challenge students with questions and activities that develop higher order thinking and problem solving skills. In some lessons, teachers provide many opportunities for students to work together, discuss problems, and collaboratively develop conclusions. In other lessons,

ACADEMIC PERFORMANCE

however, teachers primarily deliver the program with limited extension that challenges students. For example, in a few mathematics lessons, some students finished the problems quickly and easily with no enrichment work and had to wait for the entire class to move on to the next problem or activity.

The majority of teachers and lessons demonstrate effective classroom management techniques and routines that establish a calm, welcoming environment across the school. However, in many lessons, pacing did not demonstrate a focus on maximizing learning time, with some lessons slowly progressing through the material, and others ending content blocks early to move on to another subject area. Teachers create mostly focused learning environments and react quickly to most student needs. In some cases, minor student behaviors distract from the lesson, but leaders are thoughtful in providing volunteer support in classrooms where students exhibit more challenging behaviors.

INSTRUCTIONAL LEADERSHIP

Since its inception, Truxton has lacked strong instructional leadership to guide the successful implementation of its academic program. In the absence of an instructional leader, teachers establish a collegial and supportive professional culture at Truxton and provide each other with professional and instructional support. Teachers meet across grade levels to discuss the implementation of the new schoolwide curricula and how to best support struggling learners. Teachers also note that they find the support from the part-time student achievement coordinator on lesson planning and curricular support helpful albeit limited in real time coaching and feedback.

Teachers do not receive regular classroom visits or feedback about their practice. The part time, remote student achievement coordinator, who school leaders hired to address the gap in instructional leadership, provides virtual support to teachers about lesson plans and when possible, attends meetings via Zoom. The student achievement coordinator will support with the formal evaluation of teachers later in the school year.

With only a part-time, remote instructional leader in place at the time of the renewal visit, Truxton does not have the capacity to provide ongoing high quality coaching and support to teachers. The school has not identified instructional priorities for the year. While teachers implement the new curricular programs with fidelity, the lack of instructional leadership leads to little development for teachers on how to fully implement the programs effectively. At the time of the renewal visit, both teachers and school leaders acknowledged that instructional support has been inconsistent and not fully formalized in the school even though school leaders have developed a walk-through checklist that is based on the Danielson Framework. To remedy this, the current executive director is working on skills to observe foundational classroom elements and to secure a consultant with academic experience to come to the school at least one day a week to provide feedback to teachers.

School leaders have yet to establish a culture of high expectations across the school as evidenced by the overall uneven quality of teaching and learning. Classroom observations reveal that few teachers differentiate instruction or create opportunities for students to engage in higher order thinking activities and that most accept students' low-level responses to class assignments. School leaders' infrequent visits to classrooms make

ACADEMIC PERFORMANCE

it difficult for them to hold teachers accountable for consistently delivering high quality instruction that meets all students' learning needs. Board members noted that they understand the importance of having a high-quality instructional leader at Truxton and as such are taking their time to recruit and hire the right person for the role. The board, along with the executive director, is currently engaged in evaluative activities to reflect on past challenges and assess the current state of the school in order to develop a clear profile for Truxton's next instructional leader.

AT-RISK PROGRAM

Truxton delivers required services to students with disabilities and English language learners ("ELLs") but does not yet have a fully implemented response to intervention program ("RTI") or systems to support teachers in using effective practices that support diverse learners in the general education classroom. A special education coordinator, who is new for the current school year, two teaching assistants, and a mathematics interventionist deliver the at-risk program. The school does not have a student support team that meets regularly to identify students who may need additional services and evaluate supports.

The school has identification and referral protocols to identify students with disabilities and ELLs, but teachers do not universally know the protocol or follow it, often deferring to informal referrals. Truxton has a formal referral form for RTI and special education services, but most teachers are not aware of the form's purpose and do not use the school's process for identifying students for additional services. Leaders and teachers alike describe an informal process by which teachers bring concerns to the attention of the special education coordinator, who then observes students and contacts families if needed. Nonetheless, the school is currently supporting two families in seeking referral for individualized education plans ("IEPs").

Although the school delivers some push in and pull out services with students with IEPs, the RTI process was not clearly defined or operational at the time of the fall 2023 visit, and leaders cite implementation as a priority. Staff members report that the RTI process was not complete and the Institute visit team did not observe RTI implementation across all classrooms. The special education coordinator tracks progress toward IEP goals and total time of services delivered. Since the RTI program was not fully operational, there was no system in place for teachers to track students' academic progress. While the school projected finalizing diagnostic testing, RTI procedures, and scheduling by the end of November 2023, students had already missed over eight weeks of targeted instruction in both ELA and mathematics at the time of the Institute's visit.

The Institute observed few instances of differentiated instruction in classrooms. Interventionists pull students for support services, particularly in mathematics, and teachers confer with students regularly but the extent to which these strategies are effective is not evident. At the time of the renewal visit, teachers had not received training on strategies to support students at risk of academic failure, ELLs, or students with disabilities. In one instance, a teacher could not articulate the appropriate tiered interventions at the school.

Given the school's small size, there is a culture of informal collaboration among at-risk providers and general education teachers. The special education coordinator meets informally with all teachers to provide access to and review IEPs. The special education coordinator asks for, and teachers deliver, notes and observations

ACADEMIC PERFORMANCE

to contribute to progress monitoring, but there is no coherent system by which teachers can contribute notes and track progress on IEP goals. The school leaders and the at-risk providers do not meet formally with each other or general education peers to review students' academic progress, discuss best practices, or engage in co-planning.

Truxton administers the home language questionnaire and the New York State Identification Test for English Learners ("NYSITEL") to identify ELLs. The school currently enrolls two ELL students and contracts with a part-time provider to deliver ELL instruction that supports students' reading, writing, speaking, and listening skills and tracks student proficiency on the New York State English as a Second Language Achievement Test ("NYSESLAT").

ORGANIZATIONAL CAPACITY

The current administrative structure at Truxton does not adequately support the successful execution of the school's mission and vision. As previously noted, the school does not have an instructional leader thus creating a significant gap between the school's proposed and operationalized program. The board and executive director are working to better define the administrative structure at Truxton. They are planning to hire a principal who would lead the academic program in addition to having an executive director who would be responsible for managing the school's operations, finance, and relationship with the board and external partners. This proposed structure, with a designated instructional lead, aligns with observed growth resulting from the support of the school's remote student achievement coordinator and needs self-identified by teachers.

Truxton has struggled to meet its enrollment targets and the executive director and board members are implementing strategies to actively recruit new families. The school is working to build and maintain positive relationships with existing families in order to retain students who are currently enrolled in the school including more intentional strategies to support family engagement and communication. For example, a review of school documents shows that teachers send home customized weekly newsletters to families informing them of the week's activities, their child's progress, and upcoming events. Also, in contrast to the 2021-22 school year, all families now have access to SchoolTool, ClassDojo, and receive a monthly newsletter developed by the executive director.

There is limited evidence that the board and executive director have a sustainable plan for marketing the school to families in surrounding communities. During interviews, school staff members spoke about reaching out to families who live in the surrounding areas primarily using a word-of-mouth approach instead of describing a robust plan that would utilize multiple modalities to inform the various families who live within a particular radius of the school. Staff members noted that they are reluctant to recruit in communities that are not near to the school due to the challenges associated with providing reliable transportation to families. As such, leaders have been unable to strategically broaden their catchment areas for student recruitment.

The board, in partnership with the executive director, is working proactively to address the high teacher attrition rate at Truxton. The school recognizes two key factors impacting staff retention: the school's professional culture and the ability to offer a competitive salary. The board is developing a salary plan that

ACADEMIC PERFORMANCE

teachers would find attractive to increase the proportion of accepted offers and teacher retention. In terms of professional culture, the executive team has taken key steps to foster a warm working environment for staff members. Leaders facilitate weekly meetings to not only update staff members about what is happening at the school, but also to address staff members' concerns. Teachers spoke positively about these weekly meetings because not only do they feel heard, but they also believe that school leaders are responsive to their concerns. Both the board and executive director believe the improved professional culture will support the school in retaining talent.

Despite Truxton's limited operating budget, teachers universally confirmed that classrooms are well resourced indicating that the board and executive director appropriately distribute resources to bolster the academic program. Given the school's current enrollment of 73 students, about half the school's chartered enrollment, and delayed disbursements to Truxton from surrounding districts, the board secured a cash reserve that they access whenever payments from the local districts are late and remains judicious in distributing financial resources.

BOARD OVERSIGHT & GOVERNANCE

The Truxton board implements improved structures and procedures to effectively govern the school. At the time of the spring 2023 visit, the board did not have clear systems for leader oversight, communication, and progress monitoring which resulted in board members investing considerable time participating in daily operations of the school. The board intended to build out systems, leverage consultant support, and clarify roles and ownership of responsibilities for both the board and leadership team. By the fall renewal visit, the board had taken action on each of these priorities. Of note, the board updated its policies to clarify and streamline the informal complaint process so that individual stakeholders were not reporting concerns directly to the board, a common practice at the time of the Institute's spring visit. By the 2023-24 school year, the board had implemented the updated policies and reported that school staff members implement the process with fidelity.

In light of leadership turnover and an ineffective academic program, the board shifted fiscal spending to procure curricular programs and accompanying teacher training and development. The board continues to leverage consultant support to provide leadership coaching and development to the school's executive director as well as part-time, remote curriculum and instruction support for teachers through the student achievement coordinator. Given fiscal constraints due to low enrollment, the board seeks to provide support through volunteer partnerships with the greater Truxton community. The school leverages volunteers to support with lower school classes, a reading buddy program, and maintaining the school's farm and garden infrastructure. Board members are committed to the school, rooted in the community, equipped with skills in finance, education, local business, and representative of local parent interests. The board maintains a committee structure and was in the process of onboarding a new board member with educational and agricultural expertise at the time of the renewal visit. The board continues to be reflective about its governance and oversight: members had completed a self-evaluation in spring 2023 and intend to engage in short-term and long-term academic goal setting once the school is able to fill the vacant instructional leadership position, heretofore absent.

COMPLIANCE REPORTING



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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

TRUXTON ACADEMY CHARTER SCHOOL

Admissions Policy

The school's admissions policy requires an updated non-discrimination clause to ensure it includes all protected classes under the Act and an update to the due date for applications which must be at least April 1st. The Institute will work with the school to ensure its policy is updated prior to the next student application round.

Annual Reports

The school submitted its annual reports to the Institute and the New York State Education Department ("NYSED") on time. While the school has posted its annual financial audit to its website, it has not posted the other required elements of the annual report. The Institute will work with the school to ensure all recent components of the annual report, including the August 1st submission and the Accountability Plan Progress Report are posted prior to the start of the next charter term.

Code of Ethics/Conflict of Interest Policy

The school does not have a comprehensive conflicts of interest policy. The Institute will work with the school to revise these policies prior to the next charter term.

Discipline Policy

The school's discipline policy requires minor revision more clearly stating the due process provisions that must be afforded families as well as greater detail regarding the provision of alternative instruction. The Institute will work with the school to revise these policies prior to the next charter term.

FOIL

At the time of the renewal submission, the education corporation had a complete Freedom of Information Law ("FOIL") policy but is required to provide more detail in its subject matter list and include a link in the document to the Committee on Open Government. The Institute will work with the school to update the subject matter list prior to the next charter term.

Open Meetings Law

While the board has appropriately posted its agendas and meeting minutes and materials, it has not done so in recent months in accordance with the Open Meetings Law. The Institute will work with the school to ensure compliance prior to the next charter term.

COMPLIANCE REPORTING

Personnel Policies

The school's Personnel Policies require minor revision specifying all criminal background checks will be reviewed by two or more employees as required by the charter agreement. The Institute will work with the school to revise these policies prior to the next charter term.

Violations

At the time of the renewal visit, the school did not have an appropriately certified special education coordinator as required under the charter agreement and will be issued a violation letter requesting a plan for coming into compliance. The Institute will work with school to ensure compliance as soon as is practical.

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. At the time of the renewal review, the school employed 11 lead teachers. Of the 11 lead teachers, four were uncertified within the allowable limit. All four uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION

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

Parent Survey Data

The Institute compiled data from the education corporation’s family survey from the 2022-23 school year. In 2022-23, 34% of families who received the survey responded. The Institute recognizes that the low response rate may not be representative of the school community. Of the families who responded, 52% expressed satisfaction with the school. A majority of respondents noted that the school did not share information about state learning standards, the curriculum, or student performance. Respondents also noted that the school did not consistently engage families in conversations about students’ needs and progress and that student behavior disrupted classroom learning. In response to parent and caretaker feedback, Truxton instituted regular means of communication and feedback for the 2023-24 school year including newsletters, ClassDojo, SchoolTool, and more frequent report card conferences.

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 parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 12 families in attendance expressed high levels of satisfaction with Truxton. Families discussed the vast improvement of communication from the school and individual teachers and feel more informed about school events and student behavior. Families shared that they recognize the work the school is doing to add more structure to the program than previous years, and deeply appreciate the social emotional supports the school provides to students. Families also appreciate the unique model of the school with its PBL approach as well as the focus on agriculture learning with one parent sharing that her child is more active and knowledgeable about small things like planting in the garden.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The Homer Central School District held its required hearing on Truxton’s renewal application on November 14, 2023. There were no reported public comments at the hearing. The district received two written comments in support of the application from community members acknowledging the school’s unique educational experience through

COMMUNITY SATISFACTION

hands-on learning, ties to the community through partnerships with local organizations, and economic development of the community by creating job opportunities and fostering civic engagement. The district received twenty-five written comments in opposition to the renewal application from the Homer Teachers' Association and community members alleging Homer Central School District already provides success for students academically and offers agricultural and environmental experiences in the classrooms. These comments also expressed concerns about the financial impact of Truxton on the district of location as well as Truxton's low enrollment.

The Institute received twelve written comments in support of the renewal application from parents, community members, and local businesses. The comments highlight students who have grown academically and behaviorally since transferring to Truxton from district schools; the school's successful project-based learning through life skills such as gardening; the engaging agricultural programs; exceptionally committed, patient, and caring faculty and staff; and the individual supports that each student receives. The letters of support also highlighted Truxton's widespread community support illustrated by the number of volunteers who assist at the school, the families that have moved to the area to be close to the school, and the school's community gathering spaces and playground. The Institute received a written comment from eight superintendents from the district of location and neighboring districts in opposition to the renewal application alleging the school lacks competent leadership, has low enrollment and proficiency rates, and has a negative financial impact on the districts.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 78% of Truxton students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

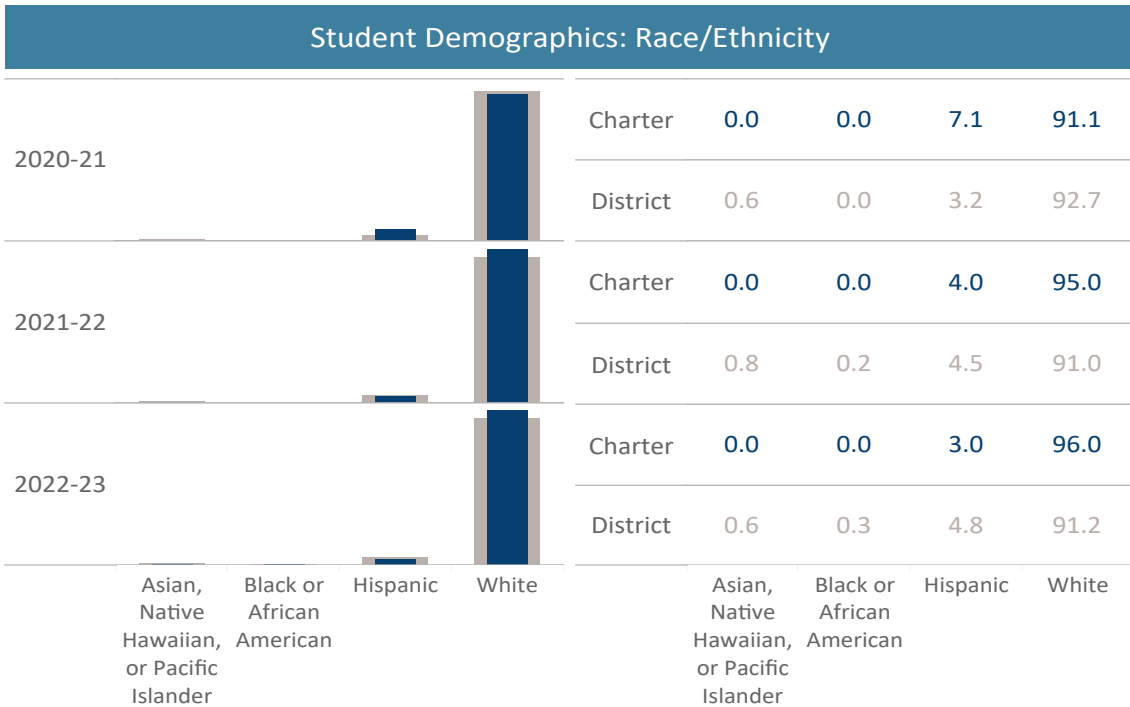
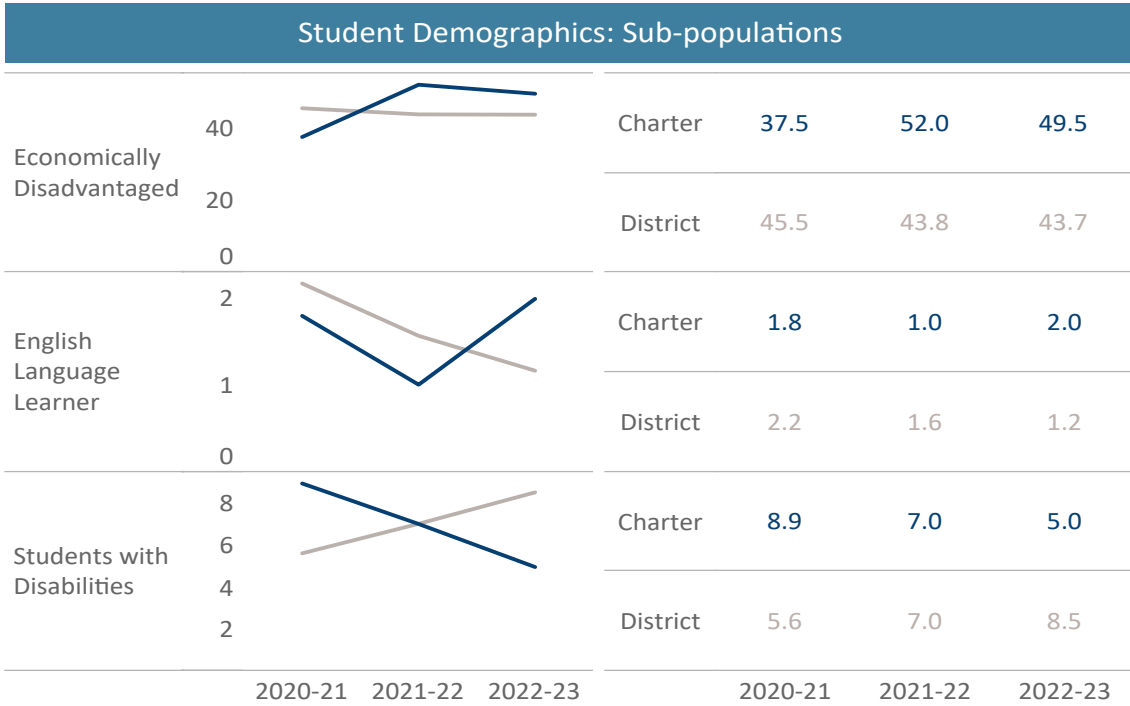
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York City Department of Education ("NYCDOE") or the NYSED is available to the Institute to provide either district or statewide context.



STUDENT DEMOGRAPHICS

Truxton Academy Charter School

Homer City School District



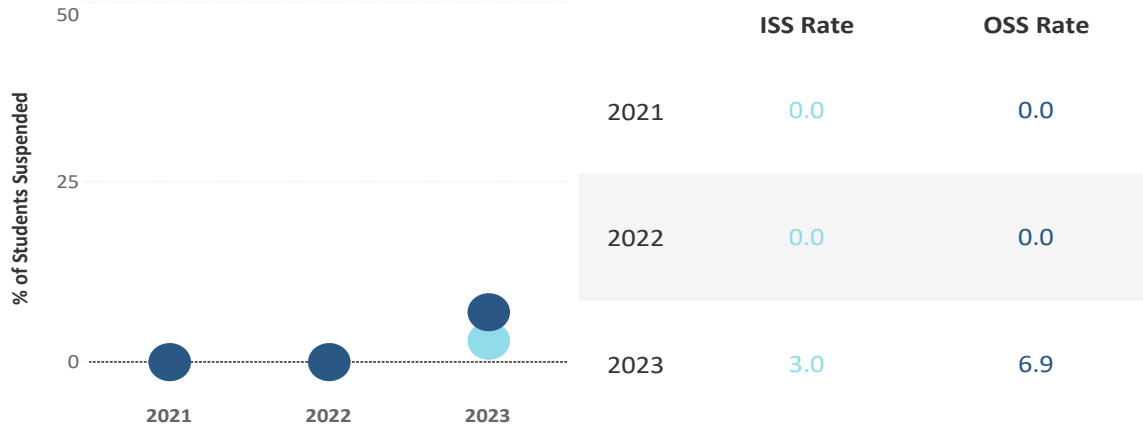
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



STUDENT DEMOGRAPHICS

Truxton Academy Charter School

Homer City School District



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

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

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



Year	2021	2022	2023
Expulsions	0	0	0

Truxton Academy Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	43.4	49.5
	English language learners	0.8	2.0
	students with disabilities	11.0	5.0
retention	economically disadvantaged	93.3	75.0
	English language learners	93.8	100.0
	students with disabilities	93.2	71.4

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

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

Truxton makes good faith efforts to meet its enrollment targets for all subpopulations of students. Truxton meets its enrollment targets for economically disadvantaged students and ELLs and meets its retention target for ELLs. The school approaches its targets for enrolling students with disabilities and the retention of economically disadvantaged students and students with disabilities.

- Collaborating with local social service agencies, community centers, and nonprofit organizations that serve low-income families to help identify and reach out to families who may benefit from the educational opportunities provided by Truxton;
- Offering an extended day program to support working parents;
- Participating in events and workshops specifically designed for non-English speaking families to provide information about the opportunities and support available at the school;
- Partnering with community organizations, cultural centers, and agricultural businesses;
- Collaborating with regional special education agencies and organizations;
- Setting up information booths, distributing brochures, and interacting with families to generate awareness and interest in the program;
- Hosting open houses and school tours;
- Engaging parent board members as liaisons to the school community; and
- Conducting informal exit interviews with families to better understand and address reasons for student departures.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Truxton is fiscally sound based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.⁴



Truxton’s five-year budget is conservative and contains realistic revenue and expenditure projection that present a reasonable financial position for the education corporation. As of June 2023, Truxton reported \$1.1 million in net assets and 3.6 months of cash in hand to use for liabilities due shortly. Truxton maintains a separate escrow account in the event of dissolution.



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.	+

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis	NOVEMBER 2022

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

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

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

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

FISCAL ANALYSIS

TRUXTON ACADEMY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2019-20

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

	2018-19	2019-20	2020-21	2021-22	2022-23
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	70,137	228,544	479,546	429,188
Grants and Contracts Receivable	-	470,235	-	48,370	272,326
Accounts Receivable	-	15,841	1,047	12,988	292,425
Prepaid Expenses	-	-	38,649	32,230	28,512
Contributions and Other Receivables	-	32,068	-	-	49,749
Total Current Assets - GRAPH 1	-	588,281	268,240	573,134	1,072,200
Property, Building and Equipment, net	-	209,666	231,338	195,748	153,819
Other Assets	-	133,799	144,596	111,368	75,000
Total Assets - GRAPH 1	-	931,746	644,174	880,250	1,301,019
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	398,904	29,220	26,384	92,712
Accrued Payroll and Benefits	-	4,967	59,848	47,297	95,590
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	41,440	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	445,311	89,068	73,681	188,302
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	69,760	-	-	-
Total Liabilities - GRAPH 1	-	515,071	89,068	73,681	188,302
Net Assets					
Without Donor Restrictions	-	269,227	442,771	711,017	1,007,577
With Donor Restrictions	-	147,448	112,335	95,552	105,140
Total Net Assets	-	416,675	555,106	806,569	1,112,717
Total Liabilities and Net Assets	-	931,746	644,174	880,250	1,301,019
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	535,659	706,517	1,162,075	1,215,615
Students with Disabilities	-	-	19,524	27,666	118,344
Grants and Contracts					
State and local	-	223,672	48,212	20,045	932
Federal - Title and IDEA	-	-	68,874	-	-
Federal - Other	-	723,105	-	47,759	43,674
Other	-	40,579	176,361	37,160	327,946
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	6,636	12,954	69,411	48,997
Total Operating Revenue	-	1,529,651	1,032,442	1,364,116	1,755,508
Expenses					
Regular Education	-	860,598	708,062	812,305	1,026,835
SPED	-	53,553	56,482	70,433	102,009
Other	-	31,654	25,835	50,371	79,468
Total Program Services	-	945,805	790,379	933,109	1,208,312
Management and General	-	167,171	103,632	179,544	241,048
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	1,112,976	894,011	1,112,653	1,449,360
Surplus / (Deficit) From School Operations	-	416,675	138,431	251,463	306,148
Support and Other Revenue					
Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	-
Total Unrestricted Revenue	-	1,382,203	1,067,555	1,380,899	1,745,920
Total Temporarily Restricted Revenue	-	147,448	(35,113)	(16,783)	9,588
Total Revenue - GRAPHS 2 & 3	-	1,529,651	1,032,442	1,364,116	1,755,508
Change in Net Assets	-	416,675	138,431	251,463	306,148
Net Assets - Beginning of Year - GRAPH 2	-	-	416,675	555,106	806,569
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	416,675	555,106	806,569	1,112,717

FISCAL ANALYSIS

TRUXTON ACADEMY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service					
Administrative Staff Personnel	-	122,090	118,410	176,100	207,425
Instructional Personnel	-	256,425	334,855	423,726	612,490
Non-Instructional Personnel	-	10,976	30,262	42,122	72,147
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	389,491	483,527	641,948	892,062
Fringe Benefits & Payroll Taxes	-	103,768	131,529	157,417	207,274
Retirement	-	7,611	8,514	12,624	12,930
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	33,200	50,250	56,728	30,715
Staff Development	-	2,598	-	4,934	17,624
Professional Fees, Consultant & Purchased Services	-	96,801	21,898	37,136	65,401
Marketing / Recruitment	-	36,138	15,391	14,559	6,472
Student Supplies, Materials & Services	-	126,605	17,694	13,992	11,267
Depreciation	-	2,109	30,206	45,840	47,028
Other	-	314,655	135,002	127,475	158,587
Total Expenses	-	1,112,976	894,011	1,112,653	1,449,360

CHARTER ANALYSIS

ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	-	68	82	101	121
Final Chartered Enrollment (includes any revisions)	-	44	69	95	117
Actual Enrollment - GRAPH 4	-	44	60	98	79
Chartered Grades	-	K-2	K-3	K-4	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: HOMER CSD

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	-	12,382	11,956	12,056	12,435
	0.0%	100.0%	-3.6%	0.8%	3.0%

PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	-	34,765	17,207	13,920	22,222
Other Revenue and Support	-	-	-	-	-
TOTAL - GRAPH 3	-	34,765	17,207	13,920	22,222
Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	-	21,496	13,173	9,522	15,295
Management and General, Fundraising	-	3,799	1,727	1,832	3,051
TOTAL - GRAPH 3	-	25,295	14,900	11,354	18,346
% of Program Services	0.0%	85.0%	88.4%	83.9%	83.4%
% of Management and Other	0.0%	15.0%	11.6%	16.1%	16.6%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	37.4%	15.5%	22.6%	21.1%
% of Revenue Expended on Facilities	#DIV/0!	2.2%	4.9%	4.2%	1.7%

Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	-	44.0	6.7	7.0	4.2

Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	-	0.2	4.5	4.7	3.2

Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.8	3.0	3.0	3.0
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	0	142,970	179,172	499,453	883,898
As % of Unrestricted Revenue	0.0%	10.3%	16.8%	36.2%	50.6%
Working Capital (Current) Ratio Score	0.0	1.3	3.0	7.8	5.7
Risk (Low \geq 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	HIGH	LOW	LOW	LOW
Rating (Excellent \geq 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Poor	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	1.3	2.6	7.3	5.5
Risk (Low \geq 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent \geq 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	0.6	0.1	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	0.8	3.1	5.2	3.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Excellent	Excellent	Excellent



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

Truxton is supported by an effective board and continues to strengthen its core Kindergarten – 6th grade academic program. The charter plans to serve Kindergarten – 6th grade in the next charter term, if renewed. As such, the charter’s plans for the next charter term are reasonable, feasible, and achievable.

TRUXTON ACADEMY CHARTER SCHOOL

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

Plans for the Educational Program. Truxton plans is implementing the core elements of its original application by building out its agricultural focused PBL curriculum in conjunction with a strong academic program. The school is replacing one of its original key design elements, Spanish immersion, with agricultural heritage and history programming to better reflect the needs and demand of the student demographic and larger community.

Plans for Board Oversight & Governance. Truxton’s current board members express interest in continuing to serve the charter in the next term. The board continues to recruit for additional board members with Kindergarten – 12th grade education and PBL expertise.

Fiscal & Facility Plans. Truxton Academy presents reasonable and conservative five-year budget projections of revenues and expenses for the next charter term. In Fiscal Year 2028, the education corporation plans on setting aside approximately \$30,000 a year in long term savings and project an estimated \$200,000 surplus per year in the next charter term. The school also anticipate to receive small amount of revenue from the local community in sale of meals and donations.

Truxton will continue to serve its Kindergarten – 6th grade academic program in its current leased facility during the next charter term. The school plans to begin construction on a rural life lab barn that will be carried out in stages across the full charter term. This will be a space where students can participate in PBL with a focus on regional agriculture. The education corporation includes associated finances with the barn in the school’s proposed budget.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	138	132
Grade Span	K – 6	K – 6
Teaching Staff	9	13
Days of Instruction	180	180

Truxton

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APPENDICES

PAGES Ax 1-6

^A
CO
CHARTER
OVERVIEW

PAGE Ax 1

^B
RI
REPORT
INFORMATION

PAGE Ax 3



TRUXTON ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Stuart Young	Lucinda Denkenberger
VICE CHAIR	Carol Woodhouse
Krysta Austen	Tom Brown
TREASURER	Jeffrey A. Perry
Korinne L’Hommedieu	

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	44	44	100%	K – 2
2020-21	69	60	87%	K – 3
2021-22	95	98	103%	K – 4
2022-23	117	79	68%	K – 5
2023-24	138	73	53%	K – 6



TIMELINE OF CHARTER RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (Virtual)	May 12, 2021
2021-22	Evaluation Visit	May 4, 2022
2022-23	Evaluation Visit	May 24 – 25, 2023
2023-24	Initial Renewal Visit	November 2 – 3, 2023

CONDUCT OF THE RENEWAL REVIEW

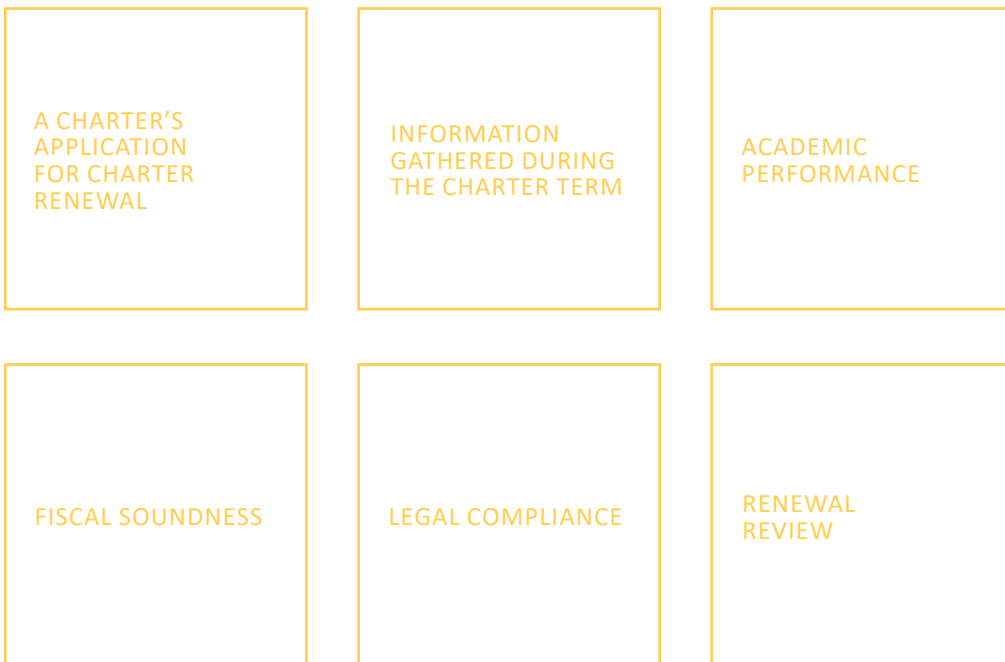
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 2 – 3, 2023	Andrew Kile	Managing Director of School Evaluation
	Katy Clayton	School Evaluation Analyst
	Carrie Gee	Chief Counsel
	Aretha Miller	External Consultant
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The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

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

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

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

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

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

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

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

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

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

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

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

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

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



Charter Schools Institute
The State University of New York