



True North Troy Prep Charter School

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Mark Muscatiello & Julia MacMillan

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Muscatiello, Associate Chief Operating Officer, and Julia MacMillan, Regional Director of Special Projects, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|-------------------|----------------------------|
| Jeff Buell | Chair, Finance Committee |
| Robert Bellafiore | Trustee, Finance Committee |
| Joseph Bonilla | Trustee |
| Doug Lemov | Trustee |
| Heather Levine | Trustee |
| Drey Martone | Trustee |
| Barb McCandless | Trustee |

- **Lauren Catlett has served as the Instructional Leader of the Middle School program since 2014.**
- **Samantha DeLuke has served as the Instructional Leader of the Elementary School program 2016.**
- **Katie Yezzi served as the Interim High School Principal in the 2017-18 school year while also serving Troy Prep Charter School as the Assistant Superintendent.**

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Troy Preparatory Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character.

In 2017-18, the school served 580 students in grades K-9. Troy Prep is open to all students in the surrounding communities. Troy Prep's student population consists of approximately 60% African American, 21% Hispanic, 1% Asian and 16% Caucasian students. Approximately ninety percent of Troy Prep students qualify for free or reduced-price lunch. Students from 15 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, North Colonie, Rensselaer, Schenectady, Shenendehowa, South Colonie, Watervliet, and Waterford-Halfmoon.

Troy Prep teachers and administrators believe that every child will succeed through hard work and excellent behavior. Troy Prep offers an extended school day. Academic tutoring is offered throughout the school year for students who require it or families who request it.

At Troy Prep our students work hard and are committed to a strict code of conduct. Students wear school uniforms and conduct themselves with dignity and honor at all times. Parents are expected to support this rigorous code of conduct. Discipline is serious and caring. Students and staff regularly meet as a community to reinforce their commitment to the school's culture of hard work and discipline.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 2013-14 | 62 | 63 | 60 | | | 60 | 59 | 48 | 34 | | | | | 386 |
| 2014-15 | 61 | 62 | 61 | 58 | | 59 | 55 | 49 | 39 | | | | | 444 |
| 2015-16 | 63 | 62 | 62 | 59 | 58 | 55 | 53 | 52 | 41 | | | | | 505 |
| 2016-17 | 62 | 59 | 62 | 62 | 61 | 61 | 61 | 51 | 51 | | | | | 530 |
| 2017-18 | 63 | 64 | 64 | 64 | 60 | 64 | 62 | 58 | 39 | 42 | | | | 580 |

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2015-16 | 2012-13 | 2012 | | | |
| 2016-17 | 2013-14 | 2013 | | | |
| 2017-18 | 2014-15 | 2014 | | | |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|--------------------------------------|
| 2015-16 | 2012-13 | 2012 | | | |
| 2016-17 | 2013-14 | 2013 | | | |
| 2017-18 | 2014-15 | 2014 | | | |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|--------------------------------------|
| 2015-16 | 2011-12 | 2011 | | | |

| | | | | | |
|---------|---------|------|--|--|--|
| 2016-17 | 2012-13 | 2012 | | | |
| 2017-18 | 2013-14 | 2013 | | | |

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students will complete high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

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To receive a Troy Prep High School Diploma, scholars must meet the following minimum requirements. These requirements are more rigorous than state requirements so that scholars may be more competitive in the college admissions process and be prepared for college level courses.

- Pass 25 weight bearing course credits in required courses
- Pass five Regents exams; 1 in each content area +1 additional in any content

Required Classes and Credits

All Troy Prep scholars must complete the minimum 25 required course credits as outlined below. One weight bearing credit is a least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

| Content | Credits | Grade | Course Title | Frequency |
|---------|---------|------------------|--|--|
| English | 4 | 9 th | English I | 6-7x/week, at least 50 min per day, all 4 years, 1 credit per year |
| | | 10 th | Pre-AP English Literature or AP English Literature and Composition | |
| | | 11 th | English III or AP English Language and Composition | |
| | | 12 th | English Elective or AP English options | |
| Math | 4 | 9 th | Algebra I or Geometry | 6-7x/week, at least 50 min per day, all 4 years, 1 credit per year |
| | | 10 th | Geometry or Algebra II | |
| | | 11 th | Algebra II or Pre-AP Calculus | |
| | | 12 th | Pre-AP Calculus, AP Calculus AB, or AP Calculus BC | |
| History | 3 | 9 th | Pre-AP World History | 5x/week, at least 50 min per day, 3 years, 1 credit per year |
| | | 10 th | AP World History or World History II | |
| | | 11 th | AP US History or US History I | |
| | | 12 th | AP Seminar, AP Research, or History electives | |
| Science | 3 | 9 th | Pre-AP Biology | 5-6x/week, at least 50 min per day, 3 years, 1 credit per year |
| | | 10 th | Pre-AP Chemistry | |
| | | 11 th | AP Biology, AP Chemistry, AP Physics 1, Physics | |
| | | 12 th | AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science | |

| |
|------------------------------------|
| Credit Equivalences |
| 1 Troy Prep Credit = 2 NYS Credits |

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RESULTS AND EVALUATION

91% of Troy Prep High School students were promoted in the 2017 cohort.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2016 | | |
| 2017 | 42 | 91% |

ADDITIONAL EVIDENCE

Troy Prep is pleased with this result, as a high number of students are on the path for graduating in 4 years.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2014 | | |
| 2015 | | |
| 2016 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence can be provided.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document below the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2011 | | |
| 2012 | | |
| 2013 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence can be provided.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

| Cohort Designation | Charter School | | School District | |
|--------------------|------------------|--------------------|------------------|--------------------|
| | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence can be provided.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

| Exam | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing = $[(b)/(a)]*100$ |
|---------|---|--|---|
| N/A | | | |
| N/A | | | |
| N/A | | | |
| Overall | | | |

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|------------------|--------------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence can be provided.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Since Troy Prep High School was founded in 2017, the school is only eligible one accountability measure. We are pleased that we achieved that measure and our students are on track for success.

| Type | Measure | Outcome |
|-------------------|--|----------------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | Achieved |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Not Applicable |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | Not Applicable |

| | | |
|-------------|--|----------------|
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | Not Applicable |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison. | Not Applicable |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | Not Applicable |

ACTION PLAN

As Troy Prep High School continues to grow, our goal is to maintain a high level of student performance and for all to students to graduate from high school. Based on the data that we have available, 91% of our first-year cohort is on track to achieve this goal. Our focus moving forward, will to be ensure that our 2017 cohort continues to succeed and our future cohorts either match or exceed the results of our first cohort. We are eagerly awaiting our 2020 cohort, which will be our first cohort that started in Kindergarten at Troy Prep Elementary. We are hopeful that these students will demonstrate success in high school.

To ensure that all students are successful, Troy Prep High School offers the program Target 3.0 for students. This program is mandatory for all freshman and any students below a 3.0 GPA. This weekly program is designed for both students new to high school and also for students that may be struggling academically and need additional supports. Students meet weekly with an advisor to review and reflect on academic progress. During this time, students will also be pulled for tutoring of focus on completing makeup work and/or homework. Teachers also hold office hours for students 4 to 5 times per week. During office hours, students will receive intensive tutoring.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared for the rigorous nature of college by the end of high school.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;

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- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|---|---|-------------------------------|--|
| Passing an AP exam with a score of 3 or higher | | | |
| Earning a score of 4 or high on an International Baccalaureate (“IB”) exam | | | |
| Passing a College Level Examination Program (“CLEP”) exam | | | |
| Passing a college level course offered at a college or university r through a school partnership with a college or university | | | |

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| | | | |
|---|--|--|--|
| Earning a Regents diploma with advanced designation | | | |
| Overall | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

CCCRI Performance by Cohort Year

| Graduation Year | Cohort | Number of Students in Cohort | MIP | School CCCRI |
|-----------------|--------|------------------------------|-----|--------------|
| 2015-16 | 2012 | | | |

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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| | | | | |
|---------|------|--|--|--|
| 2016-17 | 2013 | | | |
| 2017-18 | 2014 | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so additional evidence is available.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

CCRI of Fourth-Year Total Cohort by Charter School and School District

| Cohort | Charter School | School District |
|--------|----------------|-----------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no evaluation can be made.

Matriculation Rate of Graduates by Year

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| Cohort | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Fall (b) | Matriculation Rate = $[(b)/(a)]*100$ |
|--------|----------------------------|---|---|
| 2012 | | | |
| 2013 | | | |
| 2014 | | | |

SUMMARY OF THE COLLEGE PREPARATION GOAL

Troy Prep does not yet have a fourth year cohort to report on so outcomes cannot be determined yet.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|----------------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Not Applicable |
| Absolute | Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system. | Not Applicable |
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | Not Applicable |
| Absolute | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. | Not Applicable |

ACTION PLAN

Troy Prep does not yet have a fourth-year cohort to report on, so no action plan based on the results can be supplied.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will achieve mastery of skills in English Language Arts

BACKGROUND

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Troy Prep continued to refine this process during the 2017-2018 academic year.

Each academic year, Troy Prep uses three to four formative assessments in ELA, each aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data produced so that teachers and administrators can develop action plans based upon objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks each day that are 45 minutes (K-2) and 50 minutes (3-4). Students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily in grades K-2 and 50 minutes in grades 3-4, in addition to the 3 literacy blocks. Troy Prep Middle School creates a scope and sequence for ELA and divides the year units, each culminating in a formal assessment. Troy Prep Middle School conducts an hour ELA block.

Every year Troy Prep provides teachers with an intense training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

Additionally, all staff members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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 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 3 through 8 grade in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁴ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 64 | 0 | 0 | 0 | 0 | 64 |
| 4 | 60 | 0 | 0 | 0 | 0 | 60 |
| 5 | 66 | 0 | 0 | 0 | 0 | 66 |
| 6 | 61 | 1 | 0 | 0 | 0 | 62 |
| 7 | 57 | 0 | 0 | 0 | 0 | 57 |
| 8 | 39 | 0 | 0 | 0 | 0 | 39 |
| All | 347 | 1 | 0 | 0 | 0 | 348 |

RESULTS AND EVALUATION

347 students enrolled in Troy Prep took the 2017-2018 New York State ELA exam. Most students enrolled in 3rd through 8th grade had attended the school for more than one year. As indicated, 57% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2017-2018 New York State English Language Arts exam. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency.

Troy Prep did fall short of meeting the Absolute measure of its accountability plan. The school had 57% of students score proficient or advanced on the assessment, eighteen percentage points below the stated goal. Despite Troy Prep’s average not meeting this measure, students in both fourth and sixth grade scored above 75% proficiency. 80% of students in fourth grade and 81% of students in sixth grade achieved this absolute measure. All other grades fell below the 75% measure, with the difference ranging from forty-nine percentage points for 7th graders in their 2nd year, to nine percentage points for 3rd grader in their 2nd year.

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep continues to make changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep’s instructional leaders feel that these ongoing changes improved upon a strong program and led to increased student learning in ELA.

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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While we believe that the Troy Prep ELA program improved in 2017-2018, school leaders acknowledge that there is much work to be done in the area of ELA performance. We are confident that scores will continue to improve as students who began at Troy Prep as Kindergarteners continue to fill seats through our middle school grades. We are encouraged to see that our cohort of returning 6th grade scholars achieved the Absolute measure. That cohort of students started Troy Prep as Kindergarteners.

Performance on 2017-18 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 | 63% | 64 | 66% | 50 |
| 4 | 72% | 60 | 80% | 41 |
| 5 | 38% | 66 | 41% | 46 |
| 6 | 72% | 61 | 81% | 48 |
| 7 | 23% | 57 | 26% | 35 |
| 8 | 36% | 39 | 31% | 26 |
| All | 52% | 347 | 57% | 246 |

ADDITIONAL EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2015-2016. In 2015-2016, 48% of students met the absolute measure in ELA. 2016-2017, again 48% of students met the absolute measure in ELA. In 2017-2018 57% of students met the absolute measure in ELA. Troy Prep attributes this growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State. 5th Grade has traditionally been an intake year for Troy Prep, with many students starting multiple grade levels behind. As such, 5th grade has posted the weakest results in the past. This testing cycle, Troy Prep's fifth and sixth grade was made up of students from Troy Prep Elementary grades.

ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 63% | 51 | 68% | 43 | 66% | 50 |
| 4 | 82% | 50 | 69% | 45 | 80% | 41 |
| 5 | 0% | 9 | 62% | 44 | 41% | 46 |
| 6 | 15% | 35 | 16% | 8 | 81% | 48 |
| 7 | 30% | 37 | 14% | 32 | 26% | 35 |
| 8 | 49% | 40 | 56% | 27 | 31% | 26 |
| All | 48% | 222 | 48% | 199 | 57% | 246 |

Goal 3: 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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The PI at Troy Prep for the 2017-2018 school year was 141.⁵

English Language Arts 2017-18 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 21% | 27% | 33% | 19% |

$$\begin{aligned}
 \text{PI} &= 27 + 33 + 19 = 79 \\
 &+ 33 + 19 = 52 \\
 &+ (.5)*19 = 10 \\
 \text{PI} &= 141
 \end{aligned}$$

Goal 3: 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

⁵ At the time of writing this report, NYS has not released the MIP, so a results comparison cannot be made.

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.⁶

RESULTS AND EVALUATION

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 29 percentage points on the 2017-2018 ELA exams for grades 3-8.

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2016-17 school year. Troy Prep students in at least their second year outscored the Troy City School District by a 42 percentage points (57% versus 28% overall).

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 66% | 50 | 34% | 305 |
| 4 | 80% | 41 | 33% | 292 |
| 5 | 41% | 46 | 24% | 288 |
| 6 | 81% | 48 | 30% | 288 |
| 7 | 26% | 35 | 20% | 281 |
| 8 | 31% | 26 | 27% | 225 |
| All | 57% | 246 | 28% | 1679 |

ADDITIONAL EVIDENCE

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been operational.

Troy Prep is extremely pleased with the results of its third through sixth grade cohorts, which are the cohorts of students at Troy Prep who have been enrolled in the school since Kindergarten. 80% of fourth grade students at Troy Prep were proficient or advanced, compared to 33% enrolled in Troy City School District (a difference of forty-seven percentage points). 66% of third grade students at Troy Prep were proficient or advanced, compared to 34% enrolled in Troy City School District (a difference of thirty-two percentage points). 81% of 6th grade students at Troy Prep were proficient or advanced, compared to 30% enrolled in Troy City School District (a difference of fifty-one percentage points). As these students progress into upper grades, we believe that we will see continued improvement in results.

⁶ 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](#).

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students | | | | | |
|-------|--|----------|----------------|----------|----------------|----------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 63% | 28% | 68% | 30% | 66% | 34% |
| 4 | 82% | 25% | 69% | 32% | 80% | 33% |
| 5 | 0% | 19% | 62% | 24% | 41% | 24% |
| 6 | 15% | 12% | 16% | 19% | 81% | 30% |
| 7 | 30% | 23% | 14% | 21% | 26% | 20% |
| 8 | 49% | 23% | 56% | 27% | 31% | 27% |
| All | 48% | 22% | 48% | 26% | 57% | 28% |

Goal 3: 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.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Troy Prep’s aggregate Effect Size exceeded the required 0.3 by 0.7. We are particularly pleased with Troy Prep’s performance on this measure as it takes into account Troy Prep’s high enrollment of students who are economically disadvantaged.

We are particularly pleased with grades third through fifth, which all had effect sizes of greater than one. These grades also had the highest percent of economically disadvantaged students.

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2016-17 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-------------|---|--------------|
| | | | Actual | Predicted | | |
| 3 | 83.9 | 61 | 66 | 31.7 | 34.3 | 1.86 |
| 4 | 85.2 | 60 | 62 | 28.9 | 33.1 | 1.81 |
| 5 | 85.2 | 63 | 57 | 23.2 | 33.8 | 2.25 |
| 6 | 70.0 | 59 | 20 | 26.1 | -6.1 | -0.39 |
| 7 | 80.4 | 49 | 16 | 30.5 | -14.5 | -0.78 |
| 8 | 66.0 | 48 | 54 | 40.8 | 13.2 | 0.75 |
| All | 78.9 | 340 | 46.7 | 29.8 | 17.0 | 1.00 |

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Troy Prep has exceeded a 0.3 effect size in every year that the school has been operational, with the effect size increase since the 2014-15 school year.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|----------|------------------------------------|---------------|--------|-----------|-------------|
| 2014-15 | K-3, 5-8 | 83.6% | 259 | 29.3 | 18.6 | 0.72 |
| 2015-16 | K-4, 5-8 | 83.2% | 315 | 41.7 | 26.2 | 0.84 |
| 2016-17 | K-4, 5-8 | 78.9% | 340 | 46.7 | 29.8 | 1.00 |

Goal 3: Growth Measure⁷

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Troy Prep's mean unadjusted growth percentile in English language arts for all tested students was above the state's unadjusted median growth percentile for all grades.

Troy Prep exceeded the New York State unadjusted growth measure in all grades except 7th grade. 4th grade exceeded the state median by 5.4 points, 5th grade exceeded the median by 1.2 points, 6th grade exceeded the median by 5.6 points, and 8th grade exceeded the median by 14.7 points. 7th grade fell below the median by 2.7 points.

Overall, Troy Prep exceeded the growth measure by 5.4 points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 55.4 | 50.0 |
| 5 | 51.2 | 50.0 |
| 6 | 58.6 | 50.0 |
| 7 | 47.3 | 50.0 |
| 8 | 64.7 | 50.0 |
| All | 55.4 | 50.0 |

ADDITIONAL EVIDENCE

Troy Prep exceeded the New York State unadjusted growth measure for all grades, each year this has been measured.

English Language Arts Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|------------|------------|--------|
| | 2014-15 | 2015-16 | 2016-17 | Target |
| 4 | | 56% | 55% | 50.0 |
| 5 | 64% | 54% | 51% | 50.0 |
| 6 | 56% | 55% | 59% | 50.0 |
| 7 | 63% | 62% | 47% | 50.0 |
| 8 | 63% | 60% | 65% | 50.0 |
| All | 61% | 57% | 55% | 50.0 |

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Troy Prep achieved four of the five measures in its Accountability Plan for ELA. Troy Prep did not achieve the Absolute Accountability Plan Measures that:

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

| 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. | Did Not Achieve |
| 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. | Not Applicable (State has not set MIP at time of writing this report) |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Achieved |
| 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.) | Achieved |
| 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. (Using 2016-17 results.) | Achieved |

ACTION PLAN

Troy Prep continues to push to improve ELA performance for its students. Beginning in 2013-2014 Troy Prep implemented a new ELA curriculum based on the best practices of Uncommon Schools. Most importantly, the middle school grades combined Reading and Writing instruction into a daily two-hour ELA block. Troy Prep has moved to a shared curriculum provided by Uncommon Schools, which is based on the successful outcomes of the highest performing schools in its network.

In addition, Troy Prep will continue to partner with the other Uncommon Schools located in New York State to procure Common Core-aligned interval assessments. Troy Prep expects that these changes will positively affect students' performance on the New York State exam.

Troy Prep's ELA curriculum includes several methods and strategies designed to improve our students' academic performance. In most cases students entering Troy Prep have a history of scoring below the state's ELA assessment standards while at their former schools. We intend to improve our students' academic performance and expect all our students will meet or exceed the state's standards.

We start by conducting school wide fluency assessments and comprehensive screening early in the year to identify which students need additional diagnostic review. This includes diagnostic testing for all students and internal interval testing which continues throughout the year to measure students' progress towards end of year proficiency goals and allows for continual remediation in both small and large group settings. In addition, our science and social studies curricula are fully integrated with our literacy program.

Troy Prep will also implement a greater amount of content-specific professional development sessions that will help lead to greater mastery of material and therefore better instruction will take place in the classroom.

Teachers will also establish systemized, data-driven small group instruction, which will be tailored to students needs to help build a strong understanding of ELA. Also expanding on our data-driven approach, schools will also implement weekly data meetings. This will allow school leadership and teacher to deeply analyze student performance to eliminate gaps in student understanding.

Three to four times throughout the year we conduct interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- Our reading intervention program is available to all students, regardless if they have an IEP.
- Our teachers provide up to two hours of additional tutoring weekly to our students.
- ELA intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., "exit tickets").
- Qualitative Reading Inventory (QRI), an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully.
- A Regional Director of Special Education to synchronize and lead our intervention services

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the

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college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam) |
|--------------------|------------------|--|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

20% of students in the 2017 cohort achieved at least a level 4 on the Regents English Common Core Exam.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |
| 2017 | | | | | 44 | 20% |

⁹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹⁰ Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹¹

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on the Regents English Exam |
|--------------------|------------------|--|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

41% of students in the 2017 cohort achieved at least a level 3 on the Regents English Common Core Exam.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |
| 2017 | | | | | 44 | 41% |

¹¹ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

| English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort | | | | |
|--|--|---------|----------|---------|
| Number in Cohort | Percent of Students at Each Accountability Level | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | N/A | N/A | N/A | N/A |
| | = | + | + | = |
| | | | + | = |
| | | | + | = |
| | | | (.5)*[?] | = |
| | | | PI | = N/A |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

¹² For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take

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Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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English Regents Performance Index (PI)¹³ of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

| Cohort Designation | Number in Cohort | Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam) |
|--------------------|------------------|--|
| 2012 | | |
| 2013 | | |
| 2014 | | |

¹³ For an explanation of the procedure to calculate the school's PI, see page 28.

¹⁴ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 on Regents English Exam |
|--------------------|------------------|---|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁶

We do not yet have a fourth year accountability cohort so no measures are applicable at this time.

| Type | Measure | Outcome |
|----------|--|----------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or | Not Applicable |

¹⁵ Based on the highest score for each student on the English Regents exam

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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| | | |
|-------------|--|----------------|
| | above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Applicable |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | Not Applicable |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | Not Applicable |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | Not Applicable |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | Not Applicable |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Applicable |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Applicable |

ACTION PLAN

We do not yet have a fourth-year accountability cohort, so action plan is available at this time.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in Mathematics

BACKGROUND

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2017-18 school year, Troy Prep continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

Partnering with Uncommon Schools, Troy Prep designed yearly assessments in math, aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded and data produced so that teachers and administrators develop action plans based upon objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans and the implementation of these plans.

Troy Prep elementary school's mathematics program emphasizes both strong computational procedures and problem-solving skills. The math program at Troy Prep takes arithmetic concepts and breaks them down to concrete, step-by-step approaches toward solving problems. At Troy Prep, math instruction incorporates a rigorous balance between mechanics and problem solving.

In grades K-2, there is one 55-minute block of math a day and in grades 3-4, there is a 95-minute block that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives. In the afternoon in grades K-2 students are provided with an additional 20 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary. Grades 5-8 have two-hour blocks of math Monday-Thursday.

Every year we provide our teachers with an intense three-week training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

Additionally, all staff members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 3 through 7 grades in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ¹⁷ | | | | Total Enrolled |
|-------|--------------|--------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 64 | 0 | 0 | 0 | 0 | 64 |
| 4 | 59 | 1 | 0 | 1 | 0 | 60 |
| 5 | 66 | 0 | 0 | 0 | 0 | 66 |
| 6 | 62 | 0 | 0 | 0 | 1 | 63 |
| 7 | 57 | 0 | 0 | 0 | 0 | 57 |
| 8 | | | | | | |
| All | 308 | 1 | 0 | 1 | 1 | 310 |

RESULTS AND EVALUATION

308 students enrolled in Troy Prep took the 2017-18 New York State Math exams. 8th grade students did not participate in the 8th grade state math exam; instead, the entire cohort participated in the June administration of the New York State Common Core Algebra Regents Exam. Most students enrolled in 3rd through 7th grade had attended the school for more than one year. As indicated below, 65% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2017-18 New York State grades math exams.

Troy Prep did not meet the requirement that 75% of students enrolled in at least their second year in the school score at or above proficiency overall. However, Troy Prep is strongly encouraged by the performance of its third through sixth grade cohorts. These cohorts are the first that started at Troy Prep in Kindergarten. The 3rd grade cohort exceeded the measure that 75% of students of tests students score proficient or advanced by five percentage points and the 4th grade cohort exceed by two percentage points.

Troy Prep did fall short of meeting the Absolute measure of its accountability plan. The school had 65% of students in at least their second year score proficient or advanced on the assessment, ten

¹⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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percentage points below the stated goal. The 3rd and 4th Grade was able to achieve the absolute measure. All other grades fell below the 75% measure.

Troy Prep is strongly encouraged by the performance of its 3rd, 4th, and 6th grade cohorts. This body of students is the first that started at Troy Prep as Kindergarteners.

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep continues to make changes to its interval assessment program to increase their alignment with the Common Core Learning standards.

While we believe that the Troy Prep Math program improved in 2017-2018, school leaders acknowledge that there is much work to be done in the area of math performance. We are confident that scores will continue to improve as students who began at Troy Prep as Kindergarteners continue to fill seats through our middle school grades.

Performance on 2017-18 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 | 77% | 64 | 80% | 50 |
| 4 | 69% | 59 | 78% | 40 |
| 5 | 52% | 66 | 54% | 46 |
| 6 | 55% | 62 | 67% | 48 |
| 7 | 39% | 57 | 43% | 35 |
| 8 | | | | |
| All | 58% | 308 | 65% | 219 |

ADDITIONAL EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2015-2016. In 2015-2016, 56% of students met the absolute measure in Math. 2016-2017, 63% of students met the absolute measure in Math. In 2017-2018, 65% of students met the absolute measure in Math. Troy Prep attributes this growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 71% | 51 | 89% | 56 | 80% | 50 |
| 4 | 84% | 51 | 69% | 52 | 78% | 40 |
| 5 | 0% | 9 | 71% | 51 | 54% | 46 |
| 6 | 33% | 39 | 37% | 49 | 67% | 48 |

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| | | | | | | |
|-----|------------|------------|------------|------------|------------|------------|
| 7 | 36% | 44 | 48% | 44 | 43% | 35 |
| 8 | NA | NA | NA | NA | NA | NA |
| All | 56% | 194 | 63% | 252 | 65% | 219 |

Goal 4: 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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The PLI at Troy Prep for the 2016-2017 school year was 159.¹⁸

Mathematics 2017-18 Performance Level Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 19 | 23 | 24 | 35 |

$$\begin{aligned}
 \text{PI} &= 23 + 24 + 35 = 82 \\
 & \quad \quad \quad 24 + 35 = 59 \\
 & \quad \quad \quad + (.5)*35 = 18 \\
 & \quad \quad \quad \text{PI} = 159
 \end{aligned}$$

Goal 4: 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.

¹⁸ At the time of writing this report, NYS has not released the MIP data, so no results comparison can be made.

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METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.¹⁹

RESULTS AND EVALUATION

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 38 percentage points on the 2017-2018 Mathematics exams for grades 3-7.

Troy Prep exceeded the measure of comparative district proficiency in Math during the 2017-18 school year. Troy Prep students in at least their second year outscored the Troy City School District by a 38 percentage points (65% versus 27% overall).

2017-18 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 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 80% | 50 | 38% | 306 |
| 4 | 78% | 40 | 31% | 293 |
| 5 | 54% | 46 | 26% | 290 |
| 6 | 67% | 48 | 25% | 288 |
| 7 | 43% | 35 | 15% | 280 |
| 8 | | | | |
| All | 65% | 219 | 27% | 1457 |

ADDITIONAL EVIDENCE

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been in operation, with a student body made up of a higher percentage of economically disadvantaged students.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------|----------------|----------|----------------|----------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 71% | 27% | 89% | 30% | 80% | 38% |
| 4 | 84% | 27% | 69% | 25% | 78% | 31% |

¹⁹ 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](#).

| | | | | | | |
|-----|------------|------------|------------|------------|------------|------------|
| 5 | 0% | 20% | 71% | 25% | 54% | 26% |
| 6 | 33% | 14% | 37% | 15% | 67% | 25% |
| 7 | 36% | 14% | 48% | 11% | 43% | 15% |
| 8 | | | | | | |
| All | 56% | 21% | 63% | 21% | 65% | 27% |

Goal 4: 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In the 2016-17 school year, the Comparative Performance Analysis showed that Troy Prep performed “Higher than expected to a large degree.” Troy Prep’s overall effect size was 1.59, exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in all grades. We look forward to improved performance in the coming years as the elementary school continues to enroll in the middle school.

Troy Prep’s aggregate Effect Size exceeded the required 0.3. The predicted percent of students achieving a score of 3 or 4 was 30.2%, but 61.7% of Troy Prep students met that standard. We are particularly pleased with Troy Prep’s performance on this measure as it takes into account Troy Prep’s high enrollment of students who are economically disadvantaged.

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2016-17 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-------------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 83.9 | 62 | 85 | 36.9 | 48.1 | 2.28 |
| 4 | 85.2 | 61 | 62 | 28.9 | 33.1 | 1.68 |
| 5 | 85.2 | 62 | 68 | 28.2 | 39.8 | 2.15 |
| 6 | 70.0 | 58 | 40 | 32.3 | 7.7 | 0.40 |
| 7 | 70.0 | 58 | 40 | 32.3 | 26.6 | 1.30 |
| 8 | | | | | | |
| All | 81.1 | 293 | 61.7 | 30.2 | 31.6 | 1.59 |

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Troy Prep met the second Comparative Performance measure of its Accountability Plan in every year that data has been available.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|----------|------------------------------------|---------------|--------|-----------|-------------|
| 2014-15 | 3, 5-7 | 83% | 220 | 54.3 | 25.3 | 1.54 |
| 2015-16 | 3-4, 5-7 | 82% | 271 | 52.4 | 28.5 | 1.16 |
| 2016-17 | 3-4, 5-7 | 81% | 293 | 61.7 | 30.2 | 1.59 |

Goal 4: Growth Measure²⁰

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

²⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.²¹

RESULTS AND EVALUATION

Troy Prep's mean unadjusted growth percentile in Math for overall all tested students was above the state's unadjusted median growth percentile for all grades.

Troy Prep exceeded the New York State unadjusted growth measures in most grade levels. 4th grade exceeded the state median by 2.6 points, 6th grade exceeded the median by 21.6 points, and 7th exceeded the median by 27.2 points. 5th grade did not meet the growth target by 3.7 point.

Overall, Troy Prep exceeded the growth measure by 10.4 points.

2016-17 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 52.6 | 50.0 |
| 5 | 46.3 | 50.0 |
| 6 | 71.6 | 50.0 |
| 7 | 77.2 | 50.0 |
| 8 | 0.0 | 50.0 |
| All | 60.4 | 50.0 |

ADDITIONAL EVIDENCE

Troy Prep students outperformed the state's unadjusted median growth percentile in all grades for each year it has been measured.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-------------|-------------|--------|
| | 2014-15 | 2015-16 | 2016-17 | Target |
| 4 | NA | 57.4 | 52.6 | 50.0 |
| 5 | 74.9 | 77.3 | 46.3 | 50.0 |
| 6 | 87.6 | 70.1 | 71.6 | 50.0 |
| 7 | 62.0 | 58.0 | 77.2 | 50.0 |
| 8 | NA | NA | 0.0 | 50.0 |
| All | 75.4 | 64.8 | 60.4 | 50.0 |

²¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Goal 4: Optional Measure

Each year, 75% of all tested students enrolled in either grade in at least their second year will receive a passing grade on the New York Sate Common Core Algebra Regents exam.

METHOD:

The school administered the New York State Common Core Algebra Regents Examination to all 8th grade students in June of 2018. The school had an external party score the exam. The criterion for success on this measure requires students enrolled in at least their second year to receive the passing grade of 65% on the exam.

RESULTS AND EVALUATION:

92% of Troy Prep students in at least their second year at Troy Prep earned at least the passing grade of 65 on the June 2018 New York State Common Core Algebra Regents Examination. 37 of Troy Prep’s 8th grade class had been enrolled in the school for 2 or more years. Troy Prep exceeded the requirement that 75% of students enrolled in their second year achieve pass the Alegbra Regents Exam.

| Percent of Students who Earned a Passing Grade | |
|--|---------------|
| Charter School Students In At Least 2 nd Year | |
| Percent | Number Tested |
| 92% | 37 |

Troy Prep exceeded the measure by 17 percentage points.

SUMMARY OF THE MATHEMATICS GOAL

Troy Prep achieved all mathematics goals measured except for the Absolute Measure that 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. Troy Prep is hopeful that this measure will be achieved in the near future, as our cohorts of students that attended Troy Prep since Kindergarten continue to advance into higher grade levels in the middle school.

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| 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. | Did not Achieve |
| 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. | Not Applicable (State has not set MIP at time of writing this report) |
| 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. | Achieved |
| 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.) | Achieved |
| 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. (Using the 2016-17 results.) | Achieved |
| Optional Measure | Each year, 75% of all tested students enrolled in either grade in at least their second year will receive a passing grade on the New York State Common Core Algebra Regents exam. | Achieved |

ACTION PLAN

Troy Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Troy Prep has partnered with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Troy Prep expects that these changes will continue to positively impact students' performance on the New York State exam.

Troy Prep's math curriculum includes several methods and strategies designed to improve student performance. In many cases students entering Troy Prep have a history of scoring below the state's math assessment standards while at their former schools. We intend to improve our students' academic performance and expect all our students will meet or exceed the state's standards.

To improve their performance, 3-4 grade students received a 95 minute math block and 5-8 students receive a two hour block of mathematics instruction daily. Additionally, our math curriculum is fully integrated with our curricula throughout Troy Prep.

Troy Prep will also implement a greater amount of content-specific professional development sessions that will help lead to greater mastery of material and therefore better instruction will take place in the classroom.

Teachers will also establish systemized, data-driven small group instruction, which will be tailored to students needs to help build a strong understanding of math. Also expanding on our

data-driven approach, schools will also implement weekly data meetings. This will allow school leadership and teacher to deeply analyze student performance to eliminate gaps in student understanding.

Throughout the year Troy Prep conducts interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- Specific resource room instruction is provided students who require additional teaching in mathematics.
- Teachers provide up to two hours of additional tutoring weekly to our students.
- Mathematics intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., “exit tickets”).
- Specific resource room instruction is provided by our special education coordinator for students who require additional teaching in mathematics.
- A Regional Director of Special Education was hired to synchronize and lead our intervention services

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²² This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

²² Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²³

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 |
|--------------------|------------------|----------------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

66% of students in the 2017 cohort achieved at least a level 4 on the Regents Mathematics Common Core Exam. Troy Prep is pleased that such a large number of the 2017 cohort has already passed a Mathematics Regents exam at a level 4.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |
| 2017 | | | | | 44 | 66% |

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

²³ Based on the highest score for each student on a mathematics Regents exam

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RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²⁴

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on a Regents Mathematics Exam |
|--------------------|------------------|--|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

93% of students in the 2017 cohort achieved at least a level 3 on the Regents Mathematics Common Core Exam. Troy Prep is pleased that such a large number of the 2017 cohort has already passed a Mathematics Regents exam.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |
| 2017 | | | | | 44 | 93% |

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at

²⁴ Based on the highest score for each student on a mathematics Regents exam

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Accountability Level 4.²⁵ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Accountability Level | | | |
|------------------|--|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | N/A | N/A | N/A | N/A |

$$\begin{array}{rcccccc}
 & & = & & + & & + & & = \\
 & & & & & & + & & = \\
 & & & & & & + & (.5)*[?] & = \\
 & & & & & & & \text{PI} & = & \text{N/A}
 \end{array}$$

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

²⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------------|------------------|----------------------|------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| | | | | |

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| | | | | |
|------|--|--|--|--|
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Mathematics Regents Performance Index (PI)²⁶
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career

²⁶ For an explanation of the procedure to calculate the school’s PI, see page 46.

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readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁷

| Cohort Designation | Number in Cohort | Percent Achieving Level 4 on Common Core Exam |
|--------------------|------------------|---|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

²⁷ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁸

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 |
|--------------------|------------------|---------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ²⁹

We do not yet have a fourth-year accountability cohort, so no measures are applicable at this time.

| Type | Measure | Outcome |
|-------------|--|----------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Applicable |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Applicable |
| Absolute | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | Not Applicable |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | Not Applicable |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | Not Applicable |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | Not Applicable |

²⁸ Based on the highest score for each student on the mathematics Regents exam

²⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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| | | |
|--------|---|----------------|
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Applicable |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Applicable |

ACTION PLAN

We do not yet have a fourth-year accountability cohort, so action plan is available at this time.

GOAL 5: SCIENCE

Goal 3: Science

Each year, 75% 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 local school district.

BACKGROUND

The science curriculum at Troy Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Troy Prep continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Goal 5: Absolute Measure

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 the New York State Testing Program science assessment to students in 4th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

95% of students in at least their second year at Troy Prep scored proficient or advanced on the 2018 New York State Testing Program science assessment.

Troy Prep exceeded the measure that 75% percent of students would score proficient or advanced by 20 percentage points.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 95% | 41 | 67% | 296 |
| 8 | | | | |
| All | 95% | 41 | 67% | 296 |

ADDITIONAL EVIDENCE

Troy Prep has met the Absolute Measure each year since 2015-2016. In 2015-2016, 100% of students met the absolute measure in Science. In 2016-2017, 94% of students met the absolute measure in Science. In 2017-18, 95% of students met the absolute measure. These students have received high-quality Science instruction since starting at Troy Prep in Kindergarten, which attributes to the strong results each year.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|------------------|---------|------------------|-----------------------|------------------|
| | 2015-16 | | 2016-17 | | 2017-18 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | 100% | 51 | 94% | 51 | 95% | 41 |
| 8 | | | | | | |
| All | 100% | 51 | 94% | 51 | 95% | 41 |

Goal 5: 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.

METHOD

The 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 and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district’s **2016-17** data.

RESULTS AND EVALUATION

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 28 percentage points on the 2017-2018 Science exams for grade 4.

Troy Prep exceeded the measure of comparative district proficiency in Science during the 2017-18 school year. Troy Prep students in at least their second year outscored the Troy City School District by a 28 percentage points (95% versus 67% overall).

2017-18 State Science Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|---|---------------|-------------------------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students ³⁰ | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 95% | 41 | 67% | 296 |
| 8 | | | | |
| All | 95% | 41 | 67% | 296 |

ADDITIONAL EVIDENCE

District results for the 2015 & 2016 New York State Testing Program science assessment demonstrate that Troy Prep students outperformance district students.

Science Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | |
|-------|--|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 |
| | | | |

³⁰ This table uses the prior year’s results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

| | Charter School | District | Charter School | District | Charter School | District |
|-----|----------------|----------|----------------|----------|----------------|----------|
| 4 | 100% | 78% | 94% | 67% | 95% | |
| 8 | | | | | | |
| All | 100% | 78% | 94% | 67% | 95% | |

Goal 5: Optional Measure

Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination

METHOD:

The school administered the New York State Living Environment Regents Examination to all 8th grade students in June of 2017. The school had an external party score the exam. The criterion for success on this measure requires students enrolled in at least their second year to receive the passing grade of 65% on the exam.

RESULTS AND EVALUATION:

68% of Troy Prep students earned at least the passing grade of 65% on the June 2018 Living Environment Regents Exam. 34 of Troy Prep’s 8th grade class had been enrolled in the school for 2 or more years.

Troy Prep did not meet the measure by 7 percentage points.

| Percent of Students who Earned a Passing Grade | |
|--|---------------|
| Charter School Students In At Least 2 nd Year | |
| Percent | Number Tested |
| 68% | 34 |

ADDITIONAL EVIDENCE

Troy Prep has historically met this measure. In 2015-16, 100% of 2nd year students passed the exam. In 2016-17, 92% of 2nd year students passed the exam.

Percent Achieving at Least Level 3 by Cohort and Year

| 2015-16 | | 2016-17 | | 2017-18 | |
|---|-----------------|---|-----------------|---|-----------------|
| Number of 2 nd year students | Percent Passing | Number of 2 nd year students | Percent Passing | Number of 2 nd year students | Percent Passing |
| 38 | 100% | 39 | 92% | 34 | 68% |

SUMMARY OF THE SCIENCE GOAL

Troy Prep has achieved all required science goals for the 2017-2018 school year. Troy Prep did not achieve the option measure.

| Type | Measure | Outcome |
|------------------|--|-----------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination. | Achieved |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Achieved |
| Optional Measure | Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination | Did Not Achieve |

ACTION PLAN

While Troy Prep is pleased with its 4th grade science results, we acknowledge that there is always room for improvement, especially given the 8th grad Regents results. Troy Prep plans to do the following things to ensure that students continue to progress in this measure:

- Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Continue to prepare our 8th grade students for the Living Environment Regents in June
- Continue to use fourth, fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | | |

ADDITIONAL EVIDENCE

80% of Troy Prep students passed the Science Regents exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2015-16 | | 2016-17 | | 2017-18 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |
| 2017 | | | | | 44 | 80% |

³¹ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate mastery of skills and knowledge in Social Studies.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

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METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

We do not yet have a fourth-year cohort, so no results are available.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³²

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2011 | | |
| 2012 | | |
| 2013 | | |

EVALUATION

We do not yet have a fourth-year cohort so no evaluations can be made.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2013 | | | | | | |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

³² Based on the highest score for each student on a science Regents exam

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

We do not yet have a fourth-year cohort, so no results are available.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2011 | | | | |
| 2012 | | | | |
| 2013 | | | | |

EVALUATION

We do not yet have a fourth-year cohort, so no evaluations can be made.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

We do not yet have a fourth-year cohort, so no results are available.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³³

³³ Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2011 | | |
| 2012 | | |
| 2013 | | |

EVALUATION

We do not yet have a fourth-year cohort, so no evaluations can be made.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2013 | | | | | | |
| 2014 | | | | | | |
| 2015 | | | | | | |
| 2016 | | | | | | |

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

We do not yet have a fourth-year cohort, so no results are available.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2011 | | | | |
| 2012 | | | | |
| 2013 | | | | |

EVALUATION

We do not yet have a fourth-year cohort, so no evaluations can be made.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

Goal 7: 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

Troy Prep’s 2016-17 ESSA Accountability Status is “Good Standing.”

Troy Prep met the ESSA measure of its accountability plan.

ADDITIONAL EVIDENCE

Troy Prep has been a school in “Good Standing” in every year that the school has been operational.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2015-16 | Good Standing |
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |

