



**Legacy College Preparatory
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Summer Schneider, Executive Director

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director, Summer Schneider, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
David Camputo	Board Chair	Governance
Nikki Ho-Shing	Vice Chair	Governance
David Borsack	Secretary	Finance
Hillary Swiggett	Fund Development Committee Chair	Fund Development
Jared Parker	Treasurer; Finance Committee Chair	Finance
Someera Khokar	Trustee	Fund Development
John Sanchez	Trustee	Academic Achievement
Patricia Virella	Academic Achievement Committee Chair	Academic Achievement
Tyrone Washington	Trustee	Finance
Michael Rakiter	Trustee	Finance
Ryan Brand	Trustee	Governance

Summer Schneider served as the Principal from October 2016 to March 2021. She has served as Executive Director since March 2021.

SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a college preparatory charter school serving students in grades 6th – 12th, 6th – 10th in the 2020-2021 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels – achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

1. Rigorous instruction educates students to attend and graduate from college.
2. Values-based character development prepares students for school and life success.
3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

These beliefs directly inform our vision and all elements of our school design.

In our founding years, we have served a population of which over 90% are considered economically disadvantaged. We serve a student population where 20% of scholars have disabilities and 10% of scholars are English Language Learners.

We focus heavily on literacy and mathematics in the middle school grades in order to ensure that students are performing on or above grade level before they enter high school. At the high school level, we work to give scholars access to take rigorous AP courses and learn skills that will be necessary for success in college and/or their future careers.

In all grades, Legacy College Prep prepares students for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards and New York State Learning Standards. We develop students as insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study.

In addition to our emphasis on literacy and mathematics, Legacy College Prep prepares students for the larger world as well as for the changing demands of society and the economy. Students take physical education each year of middle school to develop healthy nutritional and exercise habits. Students take computer science in middle school and high school to gain exposure to and proficiency in computer skills that will help them be competitive for many of the jobs that will be available to them in the future.

At the start of the last school year, our school offered a hybrid and remote learning option to our middle school scholars. At the high school level, our scholars were better able to independently access the online courses so we offered a remote only option. In November 2020, with COVID-19 cases rising in the New York area, it became clear that we could not offer our hybrid model and meet the health and safety requirements. We pivoted to a fully remote instructional model for all grades through the rest of the school year. Our teachers provided daily video instruction to all scholars on Zoom using the same schedule we would have used in person. In March 2021, we began offering an in-person learning center to select scholars who were high need and would

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benefit from having the structure of being inside the school building for instruction. The selected scholars came to the school building to participate in online learning from our learning center through the remainder of the school year.

During the school year, we continued to assess scholars using our quarterly and trimester interims, i-Ready, and the NWEA MAP assessment (for grades 6th – 8th only).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017-18	0	0	0	0	0	0	128	0	0	0	0	0	0	128
2018-19	0	0	0	0	0	0	120	125	0	0	0	0	0	245
2019-20	0	0	0	0	0	0	122	128	130	0	0	0	0	380
2020-21	0	0	0	0	0	0	109	130	135	132	0	0	0	506

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 and acceptable exit reasons:

<http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school 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
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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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 Graduated or 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)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. It is not automatically assumed that a student will pass from one grade to the next: each student must earn promotion by demonstrating mastery of the essential knowledge and skills in his or her

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current grade level. Students must take and pass all classes and meet attendance requirements to be considered for promotion to the next grade level.

Academic Promotion: Students must pass all classes to be considered for promotion. For the purposes of this policy, it is important to understand that attendance is considered a class. If students accrue 10 or more absences in a single school year, students have failed attendance. In all academic classes, any grade lower than a 70% is considered a failing grade.

Credit Requirements for Promotion: Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class.

- To be promoted from 9th to 10th grade:
 - Students must have earned 4.0 credits.
- To be promoted from 10th to 11th grade:
 - Students must have earned a minimum of 10.0 credits.
 - Students must have at least 2.0 credits in Global History.
 - Students must have at least 2.0 credits in English.
- To be promoted from 11th to 12th grade:
 - Students must have earned a minimum of 15.0 credits.

Summer School: Students earning a failing grade of 70% in one or two classes or scored less than a 70 on one of the 5 major NYS Regents, but passed the course. A score of 70 on NYS Regents exams is required to receive a Legacy College Prep diploma are required to attend and pass Summer School. Summer School takes place over 10 school days during July. During this time, students review the subject area(s) in which they struggled and receive targeted interventions.

Summer School is one final opportunity for students to indicate readiness for the next grade level. Expectations for passing Summer School are rigorous. To pass Summer School, students must:

- Enroll on time and attend each day. Students who miss more than one (1) day of Summer School have failed Summer School. Tardy and incomplete day rules apply.
- Pass all Summer School classes.
- Earn no more than 8 demerits. All school rules apply during Summer School.

If a student required to attend Summer School fails to enroll in Summer School or to meet any one of the expectations above, that student will be automatically retained.

Automatic Retention: Students who earn a failing final grade in more than two classes will be automatically retained. Specific provisions of an Individual Education Plan (“IEP”) may amend promotion or retention criteria, on a case-by-case basis. Students who qualify for Automatic Retention are not required to attend Summer School.

Graduation Requirements: To earn a high school diploma from Legacy College Prep Charter High School, in accordance with the New York State high school graduation requirements, students must complete the course of study shown in the figure below, earning a grade of 70% or higher in each course in order to earn credit. To earn a New York State Regents Diploma from Legacy College Prep Charter High School, in accordance with the New York State high school regents diploma requirements, students must not only pass the course but also receive a passing score of 65% or higher on the Regents Exam.

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High School Graduation Requirements

Subject Area	Units Required By NYS	Units Required by Legacy College Prep
English Language Arts	4	6
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	3
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2.0
Health	0.5	0.5
College Prep Electives	0	3.5
Electives	3.5	1.0
Total	22	29

Legacy College Prep will offer five different diploma options:

Legacy College Prep Advanced Regents Diploma

- 29 credits with scores of 75 or higher on 5 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 90 or higher in the Sophomore Internship Program
- Scored 90 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Legacy College Prep Regents Diploma

- 29 credits with scores of 70 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

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Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Local Diploma

- 22 credits with scores of 55 or higher on 5 NYS Regents exams. Only selected students with Individualized Education Plans approved by the school leader and the NYC Committee on Special Education are eligible for the Local Diploma.
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

During the 2020-2021 school year, the academic promotional policy was not modified. The attendance policy related to promotion was modified. Scholars traditionally would be asked to attend summer school if they received 10 or more absences in a single school year. Due to COVID-19, scholars were not required to attend summer school for attendance reasons.

GOAL 1: HIGH SCHOOL GRADUATION

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Students will take and complete necessary coursework to graduate from 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.

RESULTS AND EVALUATION

In the 2020-2021 school year, Legacy College Prep only served 9th grade scholars. All scholars in their first year of high school took an English, Science, Math, Social Studies, and a College Seminar course. In addition to these courses, scholars took either Physical Education, Spanish I, or Computer Science as an elective. The cohort size was 132 scholars and 98% of scholars met the goal of earning at least five credits in their first year. The school met the target of having 75

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percent of scholars earn five credits and exceeded the target by over 20 percent. This year was challenging due to the fact that all instruction was remote and scholars had to attend classes virtually. This challenge did not impact the school's ability to meet the goal of having scholars successfully complete their courses and remain on track for high school graduation.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	N/A	N/A
2020	132	98%

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their second year of high school during the 2020-2021 school year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	N/A	N/A
2019	2020-21	N/A	N/A

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.

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METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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 above the graduation goal.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their fourth year of high school during the 2020-2021 school year.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	N/A	N/A

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 of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for graduation in the 2020-2021 school year.

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Percentage of the 2017 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	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2020-2021 school year, Legacy College Prep only served 9th grade scholars. Our school was only eligible for the first goal in the accountability plan, which ensures that scholars are on track to earn enough credits to graduate from high school. In the first year of operation, the school exceeded this goal by more than 20 percent, with 98% of scholars earning five or more credits toward graduation. In future years, our school looks forward to sharing data on the remaining measures include in the high school graduation goal.

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.	Met
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.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

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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.	N/A
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.	N/A

ACTION PLAN

In order to ensure that our school remains on track to meet the measures in the high school graduation goal, we will continue to offer the required courses to all scholars, provide strong advising and counseling support to keep scholars on track towards graduating from high school, and provide opportunities for extra support through after school office hours.

To ensure success in other measures in future years, Legacy College Prep is committed to build a strong academic program that offers all required courses, providing every scholar with an advisor to support their academic promotion, offering college seminar classes each year where College Counselors teach scholars skills that will make them successful in staying on track towards graduation, and providing frequent communication with our families around their scholars progress toward high school graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Legacy College Prep's mission is to ensure that scholars are prepared to with the skills necessary to graduate from the college or university of their choice. At the high school level, scholars begin taking College Seminar courses in 9th grade to help prepare them for college. Our Director of College and Career Readiness, in collaboration with the College Team, has developed a scope and sequence for the college seminar courses that span all four years of high school, and include support for our alumni after they graduate from high school.

As 9th graders, scholars take a class that focuses on helping them establish their goals and aspirations while also teaching them about the college application process and the importance of building their college resumes. The class puts an emphasis on maintaining a high GPA, taking rigorous classes, and participating in extracurricular activities throughout high school.

As 10th graders, scholars are able to participate in a mentorship or internship that helps them build successful habits and life skills that will make the transition from high school to college easier. Scholars have the opportunity to learn from adults and/or to participate in work that is related to something they are interested in doing in their future. The course teaches responsibility while also exposing scholars to different career pathways.

In Junior year, the college seminar course is focused on taking the SATs, drafting personal statements, and collecting letters of recommendation. The course begins by helping scholars

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register and prepare for the SATs and for some the ACTs. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselor will help scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars determine who to request letters of recommendation from.

In Senior year, the college seminar course is focused on supporting scholars with determining which colleges and universities to apply to, applying to those colleges and universities, gathering information on financial aid packages and scholarships, and determining which college or university is the best fit. The course begins by having scholars select a series of schools to apply to with a variety of safe and reach schools. In the fall, scholars will complete applications to the colleges and universities. Once scholars receive acceptances, the College Team will support scholars with gathering information on financial aid and scholarships so that scholars can make an informed decision on which school will be the best fit for them. Finally, scholars make their final decision on which college or university to attend. The school will close out the school year with a College Signing Day to celebrate the achievements of our scholars.

In addition to the support that our school provides internally, our College Team is also making efforts to form partnerships with outside colleges and universities. The purpose of these partnerships is in some cases to provide opportunities for scholars to take college level courses in high school and in other cases to provide support with the admissions process and to ensure that our school builds a strong reputation with local colleges and universities.

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;
- 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;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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

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overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Percentage of the 2017 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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
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.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Scholars will be proficient in English Language Arts.

BACKGROUND

Our middle school English Language Arts classes offer scholars a combination of writing and reading instruction in a 100-minute period, four to five times a week. The curriculum is based around novel study, where five to six novels are selected for our scope and sequence. Scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course backwards-plans from the CCSS for 6th-8th grade ELA. The classes focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion students compare and contrast different genres of literature related to how they are written and the experience of reading them; specifically, poems, dramas, short stories, and novels. The nonfiction portion of the course will focus on students' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language students learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals. The courses aim for students to acquire and use grade appropriate vocabulary. Therefore, students learn to determine unfamiliar word meanings through prefixes, suffixes, and root words, using context clues to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words. Here are some sample anchor texts from our classes: *Number the Stars*; *The Narrative of Frederick Douglass*; *Night*; *Twelve Angry Men*; *The Giver*; *Claudette Colvin: Twice Towards Justice*; *Animal Farm*, *The Other Wes Moore*, *The Catcher in the Rye*, *There Eyes Were Watching God*, and *The Outsiders*. Different classes may read different novels based on the reading levels of scholars in the class.

In the composition portion of the classes, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course backwards-plans from the CCSS ELA Writing Standards. Students write for various lengths of time, from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course focuses on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper. Scholars learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the

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event sequence to show character and plot development. Our teachers use resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Our curriculum is also modified based on the reading levels of the scholars in the classroom.

Each year, scholars are assessed using internal trimester interim exams aligned to the state exams, the i-Ready Reading assessment, and the NWEA MAP Language Arts assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality ELA instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in novel study through these daily lessons and also received daily writing instruction as well. Select scholars in our ICT classes were given the opportunity to take Reading Intervention as an elective starting in Trimester 2. This course provided more individual support for our scholars with the lowest reading levels.

METHOD

The school administered the nationally normed NWEA MAP assessment in Language Arts to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Reading to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **NWEA MAP**

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6th – 8th grades. The summary tables for i-Ready include data on scholars in grades 6th – 8th.

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NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	367	44	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	367	54	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	44	83	24	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	243	53%	No

For Measure 1, our scholars median growth percentile was 44, missing the target by 6 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a large decline in independent reading this school year. In a traditional year, scholars were finishing independent reading books almost weekly and this year access to books and in-person support from teachers caused scholars to read less books outside of class. At Legacy we measure the word counts that scholars complete each year using the Accelerated Reader program. This year we saw almost all scholars read only a third of what they had read in prior years.

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For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 54, only one percentile point below our target. The results in this area are attributed to our teacher's ability to prioritize scholars based on the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area.

For Measure 3, the median growth percentile for our students with disabilities was 24, missing the target percentile by 20 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 53% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Language Arts. These results fell short of our target by about 20%. When scholars enter our school in 6th grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class for our most struggling readers, but this was not enough to support all scholars across 6th – 8th grade.

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End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
6	19%	107	N/A	N/A
7	24%	127	22%	121
8	29%	133	30%	122
All	24%	367	26%	243

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	44	107
7	37	127
8	47	133
All	44	367

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	354	71%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	245	50%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	71%	76	56%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 71%, missing the target by 30%. The second table below breaks down the median percent progress by grade. Our 7th and 8th grade scholars achieved much higher results than our incoming 6th grade scholars. This school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 50%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our lowest readers this school year. As mentioned earlier, our lowest readers struggled to access online learning and as a result showed much lower growth results. This year we also saw huge declines in independent reading. Our

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independent reading program has been one of the strategies we use to help our lowest readers achieve more growth in a single year. The lack of an independent reading program resulted in scholars finishing less books this year.

For Measure 3, the median percent progress for our students with disabilities was 56, compared with our general education populations 71%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by about 40%. When scholars enter our school in 6th grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our reading intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class with a scripted curriculum from the Wilson Reading Program for our most struggling readers, but unfortunately, we could not offer the course to all scholars across grades 6th – 8th. This upcoming school year we have adjusted our schedule to be able to offer more scholars the Reading Intervention elective.

End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	18%	105	NA	NA
7	33%	123	32%	121
8	35%	126	38%	122
All	29%	354	35%	243

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End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	53%	105
7	75%	123
8	83%	126
All	71%	354

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9th grade scholars in the 2020-2021 school year, and no scholars participate in the English Regents exam. We have included the analysis of 9th grade results in this section since our only reporting for English Language Arts was from the i-Ready assessment that scholars also took in grades 6th – 8th.

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Language Arts				
Fall 2019 RIT	207	212	218	212
Fall 2020 RIT	201	208	214	208
Winter 2020 RIT	202	210	211	208
Spring 2021 RIT	206	210	216	211
RIT Score Growth	5	2	3	3
MAP Projected Growth	205	212	217	211

Our school saw similar amounts of Language Arts growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6th grade and came close to meeting the goals in 7th and 8th grade. The next table shows Language Arts results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP

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projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Language Arts			
Fall 2019 RIT	212		
Fall 2020 RIT	208	193	197
Winter 2020 RIT	208		
Spring 2021 RIT	211	196	198
RIT Score Growth	3	3	1
MAP Projected Growth	211	198	201

i-Ready Results

At the start of the 2020-2021 school year, 57% of our scholars were testing two or more grade levels behind on the i-Ready Reading assessment. By the end of the year 52% of scholars were testing two or more grade levels behind. At the beginning of the year only 22% of our scholars were testing on grade level, and at the end of the year that number was 30% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our ELA program to virtual instruction, a lack of participation in novel study during classes, and a lack of independent reading happening outside of class. In addition to these factors, we also believe that our ELA academic program needed adjustments to rigor level and cohesiveness across all three grade levels. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Reading assessment results for grades 6th – 9th grade.

Reading	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	497.02	505.89	8.87	522.14	529.99	7.85	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	1	1	1	16	15
On Level	0	3	3	5	8	3	94	136	42
1 Level Below	4	3	-1	9	8	-1	100	86	-14
2 or More Levels Below	51	49	-2	79	84	5	282	258	-24

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The table below show the overall i-Ready Reading assessment results for scholars in individual grades and the entire middle school.

Reading	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	535.40	539.63	4.23	555.76	560.98	5.22	576.76	586.50	9.74	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	2	2	0	3	3	1	5	4	1	16	15
On Level	14	18	4	27	39	12	34	42	8	94	136	42
1 Level Below	20	23	3	21	15	-6	23	18	-5	100	86	-14
2 or More Levels Below	71	65	-6	75	70	-5	68	69	1	282	258	-24

The table below show the overall i-Ready Reading assessment results for scholars in 9th grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9th grade scholars overall, saw higher growth results than any other grade this year, beginning the year with 16% on grade level and finishing with 34% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9th grade than in any other grade. Our students with disabilities achieved far less growth than our whole grade population, similar to the results we saw with our 6th – 8th grades.

Reading	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	513.22	543.33	30.11	557.21	566.57	9.36	584.37	610.70	26.33
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	6	6
On Level	0	0	0	2	2	0	19	37	18
1 Level Below	1	1	0	2	2	0	36	30	-6
2 or More Levels Below	8	8	0	15	17	2	68	54	-14

The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved less growth than our whole school population, similar to what we saw in our NWEA MAP results. The data showed more growth for our English Language Learners, which was a change from years prior.

Reading	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	563.11	574.86	11.75	497.02	505.89	8.87	522.14	529.99	7.85
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	1	16	15	0	0	0	0	1	1
On Level	94	136	42	0	3	3	5	8	3
1 Level Below	100	86	-14	4	3	-1	9	8	-1
2 or More Levels Below	282	258	-24	51	49	-2	79	84	5

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-2021 school year, our school did not meet any of the measures for success on the NWEA MAP or i-Ready goals. These results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

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Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Language Arts, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our ELA curriculum by aligning all three middle school grades to the same instructional strategies utilizing the Notice and Note reading strategies as an anchor for our program. At the high school level, we are returning our instruction to a model that centers around whole novels for the whole class to ensure that scholars are reading rigorous texts throughout the year.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in reading. At the high school, scholars have been identified to take Reading Support classes in the place of some electives to provide extra support to our lowest readers. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP and i-Ready assessments, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, data analysis, special population supports, and independent reading program innovations.

Intervention

At the middle school, we have returned to our use of an intervention program that differentiates based on student assessment results. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. Reading Intervention will occur two to four days a week depending on the scholar's needs. Scholars will receive a variety of supports ranging from guided reading four days a week, SETSS services in Reading, novel study, nonfiction text analysis, and other differentiated practices.

In addition to the above changes, we are also completely replacing our Theater elective class with a Reading Intervention course. The course will use the Wilson Reading Program, Just Words, to provide additional support to our lowest readers two to three times a week. All 6th grade scholars will take this course, in addition to our two ICT cohorts in 7th and 8th grades.

At the high school level, select scholars will take a Reading Support class in place of an elective to provide additional reading instruction to our lowest readers.

Curriculum

In order to ensure that we have stronger ELA results in the upcoming school year, we have made significant changes to our curriculum to ensure that we have cohesive lesson formats and text analysis strategies across the middle school. This year all middle school grades will use the Notice and Note reading strategies to analyze fiction and nonfiction texts. All grades will also have a common lesson plan format that includes a standards-aligned objective, word study, annotation focus for the novel study using the Notice and Note strategies, a variety of multiple choice and open-ended text analysis questions aligned to the New York State ELA standards, and a daily exit ticket that will be used to analyze student mastery daily. Our curriculum has also been modified to include a separate scope and sequence for ICT and non-ICT courses to ensure a higher level of differentiated instruction based on scholar reading levels. Both curriculums include a Unit 0 that will provide teachers with opportunities to ease scholars back into in-person instruction and remediate skills from the previous year. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

At the high school level, our English classes will return to using whole class novels and whole class non-fiction texts for instruction instead of smaller texts. This will ensure that the rigor level in classes is more aligned to preparing scholars for college level courses.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all grade levels so that coaches are able to support teachers with data analysis weekly and provide comparison to other grade levels and classes. We have standardized this process as a school and are asking that teachers use a common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners and student with disabilities, we have restructured the supports and curriculum that we use to support scholars. We have three ENL Specialists who provide support across grades 6th – 10th. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in History and Composition classes, after school tutoring, small group intervention support, and differentiated materials in other core classes. Our scholars with disabilities will benefit from having additional support staff in both schools for the upcoming year. At the 6th and 7th grades, a paraprofessional will be added to all ICT classes to provide more support in all ELA classes. At the high school, additional ELA teachers and Special Education teachers were hired to provide smaller class sizes and more Reading Support and SETSS classes.

Independent Reading Program

In the 2021-2022 school year, we will reinstate our independent reading program where we provide comprehensive libraries to scholars where they can check out books throughout the year. At the middle school, there is designated time in the schedule to read independently. At both the middle and high school scholars receive grades in English Language Arts based on the number of words they have read and books they have completed throughout the year. One of the greatest determinations of strong reading growth is reading complex texts more frequently.

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Our goal is to ensure that scholars build a habit for independent reading similar to what they had prior to March 2020.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

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 the Regents English exam that students must pass to graduate. 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 the Regents Exam in English Language Arts (Common Core). 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

³ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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 the 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

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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

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the English Regents Exam in 10th grade. Analysis of 9th grade ELA results can be found in the Elementary English Language Arts section.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

Our mathematics program offers scholars 100 minutes of math each day, split into two classes. One of those classes addresses problem solving skills and the other class addresses procedural, computational skills. Both classes cover the same standards in the same sequence but with different questions and lesson plans. Our teachers use lesson plans and curriculum materials from established charter schools in New York City. The lessons and unit plans are adapted to fit the needs of our scholars, based on the levels of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality. In 6th grade Math students learned content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-planned from the CCSS 6th Grade Math standards. More specifically, the class included the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. In 7th grade math, students learned content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. In 8th grade math, student learned content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

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At each grade level, two of our math cohorts received ICT instruction and two of our math cohorts did not. The ICT cohort used a parallel teaching model to ensure appropriate differentiation for the various skill levels in the class.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality mathematics instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in math instruction through these daily lessons. Scholars received math intervention twice a week, but the majority of this was independent work due to concerns over excessive screen time.

METHOD

The school administered the nationally normed NWEA MAP assessment in Mathematics to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Mathematics to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6th – 8th grades. The summary tables for i-Ready include data on scholars in grades 6th – 8th.

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NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	364	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	364	60	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	54	83	31	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	243	63%	No

For Measure 1, our scholars median growth percentile was 54, exceeding our target by 4 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our scholars are used to a traditional model of paper and pencil for math practice and moving this practice to a virtual platform created some challenges for teachers and students. One strength in our math curriculum planning was our prioritization of specific skills and standards. After moving our instruction to fully remote, our Math teachers, with support of our instructional coaches,

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

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adapted the curriculum to prioritize the most important standards. By narrowing our focus and providing more time on critical math concepts, we were able to achieve our target growth in math. We have used a similar practice in preparing for next year that we describe in our action plan.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 60, exceeding our target by five percent. The results in this area are attributed to our teacher's ability to prioritize specific standards and scholars. As mentioned above, the math teachers adapted their scope and sequence to prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a higher level of mastery on the most critical standards for each grade level. In addition to the prioritized standards, our teachers also focused on specific scholars using our data from the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area, however, our math results remained strong.

For Measure 3, the median growth percentile for our students with disabilities was 31, missing the target percentile by 23 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Math courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. Many of our specially designed instructional strategies for mathematics were difficult to implement online. Our scholars also struggled to complete math practice in an online format without the traditional paper and pencil methods. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough to meet our target, and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 63% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Mathematics. These results fell short of our target by about 12%. When scholars enter our school in 6th grade, the average percentile is around 35. This means that the average scholar is performing close to 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated math instructional support. Scholars are placed into small groups for 6-week

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programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program.

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
6	15%	107	NA	NA
7	29%	127	27%	121
8	27%	130	28%	122
All	24%	364	28%	243

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	53	107
7	49	127
8	60	130
All	54	364

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in June. In three of the four measures, the school failed to meet the growth goals. The school met the first growth measure.

2020-21 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	353	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	186	66%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	100%	79	54%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 100% meeting our target. The second table below breaks down the median percent progress by grade. Our 8th grade scholars were the major contributor to our school meeting our goal this year. Our 7th grade scholars were only 8% away from our goal, and our 6th grade scholars struggled to make as much progress as our other two grades. While we saw more success in mathematics than we did in Reading, this school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our teachers worked to move instruction to online platforms that provides scholars with the ability to complete math practice without the traditional use of pencil and paper, however, many struggled to retain concepts in the same way they have during in-person instruction. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

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For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 66%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our scholars with the lowest level of math skills this school year. As mentioned earlier, our scholars performing two or more grade levels behind struggled to access online learning and as a result showed much lower growth results.

For Measure 3, the median percent progress for our students with disabilities was 54, compared with our general education populations 100%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Mathematics courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of specially designed instruction and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by 40%. When scholars enter our school in 6th grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our math intervention program is designed to support scholars twice a week with additional, differentiated math skills instructional support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. This upcoming school year we look forward to returning our math intervention program to in-person instruction so we can provide more differentiated support for our scholars.

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End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	20%	105	N/A	N/A
7	31%	122	31%	121
8	37%	126	39%	122
All	30%	353	35%	243

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	64%	105
7	92%	122
8	153%	126
All	100%	353

ADDITIONAL EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9th grade scholars in the 2020-2021 school year, and only one scholar participated in a Math Regents Exam. We have included the analysis of 9th grade results in this section since our only reporting for Mathematics was from the i-Ready assessment that scholars also took in grades 6th – 8th.

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NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Mathematics				
Fall 2019 RIT	207	219	228	218
Fall 2020 RIT	203	213	223	213
Winter 2020 RIT	209	217	222	216
Spring 2021 RIT	212	220	230	221
RIT Score Growth	8	8	7	7
MAP Projected Goal	208	217	227	217

Our school saw similar amounts of Mathematics growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6th grade and came close to meeting the goals in all three grades. The next table shows Mathematics results for specific sub groups compared to our whole school population. Our whole school and the English Language Learners subgroup were able to exceed the MAP projected growth goals. Our English Language Learners achieved higher growth in Mathematics than in Language Arts this school year. We attribute this to being able to provide more support in math to our ELLs than in our ELA courses. The language barrier caused scholars to struggle more in ELA than in their math courses. Our students with disabilities met the MAP projected growth goal, achieving similar growth compared to our general education population, which was not a trend we saw in ELA results.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Mathematics			
Fall 2019 RIT	218		
Fall 2020 RIT	213	197	203
Winter 2020 RIT	216		
Spring 2021 RIT	221	207	207
RIT Score Growth	7	10	4
MAP Projected Goal	217	201	207

i-Ready Results

At the start of the 2020-2021 school year, 48% of our scholars were testing two or more grade levels behind on the i-Ready Math assessment. By the end of the year 45% of scholars were testing two or more grade levels behind. At the beginning of the year only 25% of our scholars were testing on grade level, and at the end of the year that number was 36% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our mathematics program to virtual instruction, a lack of participation in virtual classes, and a difficulty adjusting to math practice online. In addition to these factors, we also believe that our Math academic program needed adjustments to the curriculum across all three grade levels to ensure that each grade level is focused on necessary standards aligned to the New York State Common Core. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of

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participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Math assessment results for grades 6th – 9th grade.

Math	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	443.13	447.43	4.31	449.23	457.89	8.66	479.50	487.89	8.40
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	4	4
On Level	3	5	2	10	12	2	104	159	55
1 Level Below	4	6	2	7	16	9	99	108	9
2 or More Levels Below	40	42	2	62	65	3	216	206	-10

The table below show the overall i-Ready Math assessment results for scholars in individual grades and the entire middle school.

Math	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	456.46	463.36	6.90	468.50	477.92	9.42	487.91	497.88	9.98	478.64	486.36	7.72
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	1	1	0	0	0	0	2	2	0	3	3
On Level	10	19	9	16	37	21	26	38	12	94	154	60
1 Level Below	30	35	5	26	27	1	27	29	2	94	104	10
2 or More Levels Below	52	49	-3	58	56	-2	53	57	4	201	212	11

The table below show the overall i-Ready Math assessment results for scholars in 9th grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9th grade scholars overall, saw similar growth results to other grades this year, beginning the year with 45% on grade level and finishing with 53% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9th grade than in any other grade. Our students with disabilities achieved more growth than our whole grade population, which was a trend we saw overall in Math i-Ready results. We attribute this to the implementation of Math Support classes in place of electives at our high school and mandatory office hours for scholars. Our students with disabilities benefitted from both of these programs and saw higher growth as a result.

Math	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	477.78	500.22	22.44	478.95	493.68	14.74	502.36	510.58	8.23
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	1	1
On Level	1	1	0	4	5	1	52	65	13
1 Level Below	0	0	0	1	3	2	16	17	1
2 or More Levels Below	8	8	0	13	12	-1	53	44	-9

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved more growth than our whole school population. The data showed similar growth for our English Language Learners to our general education population.

Math	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	478.64	486.36	7.72	440.50	448.05	7.55	442.93	453.60	10.67
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	3	3	0	0	0	0	0	0
On Level	94	154	60	2	4	2	6	7	1
1 Level Below	94	104	10	4	6	2	6	13	7
2 or More Levels Below	201	212	11	32	34	2	49	53	4

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-2021 school year, our school met two of the measures for success on the NWEA MAP and one measure of success on the i-Ready Assessment. While we were pleased to see greater success in math, these results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Mathematics, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years, especially our scholars who will have attended Legacy College Prep for more than one year.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our Math curriculum by narrowing the focus of our ICT course scope and sequence at each grade level. We believe that a narrowed focus will help our teachers prioritize the major work of each grade level and ensure that scholars succeed in mastering those standards. At the high school level, we are returning our instruction to a model that centers around conceptual understanding of math concepts. This will help scholars use critical thinking skills in class and show higher retention of the material.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in math. At the high school, scholars have been identified to take Math Support classes in the place of some electives to provide extra support to our scholars performing significantly below grade level in math. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP assessment and the i-Ready math assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

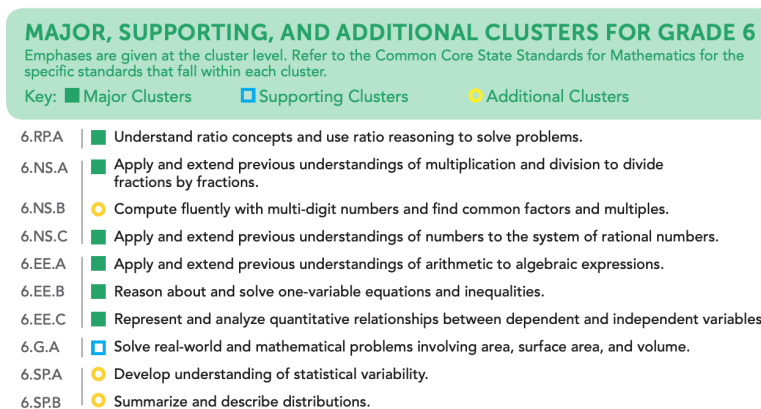
Intervention

We will start the year with a rigorous intervention program for Math that occurs two days a week. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. The program is adapted to meet individual scholars' needs and will return to in-person instruction this school year. Scholars receive a variety of supports ranging from small group targeted review, SETSS services in Math, and math extension exercises for our scholars performing on or above grade level. At the high school level, select scholars will take a Math Support class in place of an elective to provide additional math instruction to our scholars performing more than two grade levels behind.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year. Our curriculum has been modified to include a separate scope and sequence for ICT and non-ICT courses. The goal is to prioritize mastery of the major clusters for each grade level for our scholars with disabilities and scholars who enter a grade performing two or more grade levels below. The narrowed focus will align to teaching the major clusters for each grade level, and only cover some of the supporting clusters and additional clusters. **Figure D1a.1** is an example of the 6th grade standards broken into major, supporting, and additional clusters. Scholars in ICT courses will spend more time on the major clusters and less time on additional and supporting clusters.

Figure D1a.1 Major, Supporting, and Additional Clusters for 6th Grade Math



In addition to the changes above, all grades also have a Unit 0 that was added to the curriculum to give teachers time to ease scholars back into in-person instruction and remediate skills that scholars are lacking from prior grades.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket assessment tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Common Core State Standards and will assess scholars at the rigor level of the State exam. Our teachers will analyze the data in a consistent way through weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. Teachers are going to continue utilizing the program GoFormative to make collecting and analyzing quiz and unit assessment data simpler and more effective. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

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 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. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0		N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Analysis of 9th Mathematics section.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Students will be proficient in science.

BACKGROUND

In Science scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6th, 7th, and 8th grades. Beginning last school year, we also had two cohorts of 8th graders take the Living Environment Regents course. The courses included the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. All courses backwards plan using the Next Generation Science Standards. Our teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of our scholars based on their prior knowledge upon entering our school.

Each year, scholars are assessed using internal trimester interim exams aligned to the 8th grade state science exam and the NWEA MAP Science assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality science instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in rigorous science instruction through these daily lessons.

METHOD

The school administered the nationally normed NWEA MAP assessment in Science to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Compared to prior years, our scholars achieved less growth on the NWEA assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning. Our instructors also struggled to transition our curriculum to an online learning platform.

Another factor was the lack of participation and lack of motivation around taking the NWEA assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the assessment schedule, instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP assessment results by grade level and subgroup.

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Science				
Fall 2019 RIT	198	205	210	204
Fall 2020 RIT	196	202	206	201
Winter 2020 RIT	198	197	201	198
Spring 2021 RIT	200	205	210	205
RIT Score Growth	3	4	4	4
MAP Projected Goal	201	205	209	205

Our school saw similar amounts of Science growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 7th and 8th grade and came close to meeting the goal in 6th grade. The next table shows Science results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Science			
Fall 2019 RIT	204		
Fall 2020 RIT	201	191	195
Winter 2020 RIT	198		
Spring 2021 RIT	205	194	196
RIT Score Growth	4	3	1
MAP Projected Goal	205	196	199

ADDITIONAL CONTEXT AND EVIDENCE

The 2019-2020 school year was the first year that we have had 8th grade classes. We have not been able to facilitate a New York State 8th Grade Science Exam to our full eligible population and therefore do not have any prior year data to compare to.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

In the 2020-2021 school year, our school set goals for the NWEA MAP assessments to meet our MAP projected growth goals for each grade. We met our goals in two out of the three grades. Our 6th graders struggled to meet their goal due to adjusting to online instruction in a new school.

Our science curriculum was modified this year to transition to online learning. We saw some success but overall many scholars struggled with remote science instruction.

ACTION PLAN

Based on the results of the NWEA MAP science assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in the next school year. Our curriculum has been modified to include a more straightforward approach to teaching the content across three grades. In previous years, the curriculum has not connected well from grade to grade, and the new changes allow us to build a foundation in 6th grade that our 7th and 8th grade teacher can build upon. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. Our teachers have also been able to do more in-person experiments and models to illustrate the concepts they are teaching this year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Next Generation Science Standards and will assess scholars at the rigor level of the 8th grade state test. Our teachers will analyze the data in weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

New York State schools administer multiple high school science assessments; current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment and Chemistry exam(s). 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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.

⁶ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Scholars will be proficient 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.

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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.

The calculation of this measure is not required for 2020-21.

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

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.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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

Under the state accountability system, our school met the ESSA requirements. In the 2018-2019 school year, our school had an MIP of 143, exceeding the required MIP of 103.

ADDITIONAL EVIDENCE

Our school has consistently met the ESSA requirements each year that we have been open.

Accountability Status by Year

Year	Status
2018-19	Met
2019-20	Met
2020-21	Met