



**Legacy College Preparatory  
Charter School**

**2022-23 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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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director, Summer Schneider, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

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

**Christian Toledo has served as the Middle School Principal from March 2021 until present. Diana Sainvil-Robinson has served as the High School Principal from July 2020 until June 2023.**

## SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a charter school serving students in grades 6<sup>th</sup> – 12<sup>th</sup>, 6<sup>th</sup> – 11<sup>th</sup> in the 2022-2023 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.

Last year, the school served a population of which around 90% of scholars were considered economically disadvantaged. The scholar population included 20% students with disabilities and 11% Multi-Lingual Learners (MLLs).

The school focuses heavily on literacy and mathematics in the middle school grades in order to ensure that scholars are performing on or above grade level before they enter high school. At the high school level, scholars have access to take rigorous AP courses, college courses at a local community college, and to learn skills that will be necessary for success in college and their future careers.

In all grades, Legacy College Prep prepares scholars 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. Scholars become 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 the emphasis on literacy and mathematics, Legacy College Prep prepares scholars for the larger world as well as for the changing demands of society and the economy. Scholars take physical education each year of middle school and earn two credits in high school to develop healthy nutritional and exercise habits. Scholars 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. As the school has grown, so have the elective opportunities for scholars. At the high school level scholars have an opportunity to take business courses, psychology courses, public speaking courses, creative writing courses, to name a few. The

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goal is for many of these elective courses to become college level courses offered through the Syracuse University Project Advance program.<sup>1</sup>

At the start of the last school year, the school offered in-person learning to all scholars. The middle school remained in-person for the entire year. Unfortunately, there was a delay in construction on the high school building and the scholars were virtual for September and October. During this time a learning center was offered to our highest need scholars to ensure that they received additional support. Our teachers provided daily video instruction to all scholars on Zoom using the same schedule we would have used in person during those weeks. The building opened at the end of October and the remainder of the year was in-person for all grades. Throughout the school year, we did not need to offer remote instruction due to COVID-19.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	0	0	0	0	0	0	109	130	135	132	0	0	0	506
2021-22	0	0	0	0	0	0	115	113	132	133	133	0	0	626
2022-23	0	0	0	0	0	0	72	124	117	135	121	108	0	677

### 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 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 30th
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

<sup>1</sup> <https://supa.syr.edu/>

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**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year.**

### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

### PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. Scholars must take and pass a specific number of courses to be considered on track for the next grade level.

Academic Promotion: In all academic classes, any grade lower than a 70% is considered a failing grade.

Credit Requirements for Promotion: Scholars 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 9<sup>th</sup> to 10<sup>th</sup> grade:
  - Scholars must have earned 4.0 credits.
- To be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade:
  - Scholars must have earned a minimum of 8.0 credits.
  - Scholars must have at least 2.0 credits in Global History.
  - Scholars must have at least 2.0 credits in English.
- To be promoted from 11<sup>th</sup> to 12<sup>th</sup> grade:
  - Scholars must have earned a minimum of 12.0 credits.
  - Scholars must have at least 3.0 credits in English.
  - Scholars must have at least 2.0 credits in Math.
  - Scholars must have at least 2.0 credits in Science.

Summer School: Scholars earning a failing grade of less than 70% in a class are required to attend and pass Summer School. Summer School takes place over 15 days during July. During this time, scholars review the subject area(s) in which they struggled and receive targeted interventions. Summer School is one final opportunity for scholars to indicate mastery of a subject/course. Expectations for passing Summer School are rigorous. If a scholar required to attend Summer School fails to enroll in Summer School, that scholars will be retake the courses the upcoming school year and potentially be off track for graduation.

Graduation Requirements: To earn a high school diploma from Legacy College Prep Charter High School scholars 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, scholars must not only pass the course but also receive a passing score of 65% or higher on the specified number of Regents Exam.

**High School Graduation Requirements**

<b>Subject Area</b>	<b>Units Required By NYS</b>	<b>Units Required by Legacy College Prep</b>
English Language Arts	4	6
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	2
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2
Health	0.5	0.5
College Prep Electives	0	3
Electives	3.5	2.5
<b>Total</b>	<b>22</b>	<b>29</b>

Legacy College Prep offers five different diploma options:

**Legacy College Prep Advanced Regents Diploma**

- 29 credits with scores of 65 or higher on 9 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of Sophomore Internship Program
- Completion of Senior Capstone Project
- Completed 45 hours of community service

**Legacy College Prep Regents Diploma**

- 29 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of Sophomore Internship Program
- Completion of Senior Capstone Project
- Completed 45 hours of community service

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## Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of Sophomore Internship Program
- Completion of Senior Capstone Project
- Completed 45 hours of community service

## Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of Sophomore Internship Program
- Completion of 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 scholars with Individualized Education Plans approved by the school leader are eligible for the Local Diploma.*
- Completion of Sophomore Internship Program
- Completion of Senior Capstone Project
- Completed 45 hours of community service

## GOAL 1: HIGH SCHOOL GRADUATION

Students will take and complete necessary coursework to graduate from high school.

### Graduation Goal Measure 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.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	121	88%
2022	134	89%

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### Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second 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)
2019	2020-21	N/A	N/A
2020	2021-22	113	68%
2021	2022-23	121	61%

### Graduation Goal Measures 3 & 4 - Absolute

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.

The school's graduation requirements appear in this document above the graduation goal.

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>2</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A

<sup>2</sup> 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.

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**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

### Graduation Goal Measure 5 - 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.

#### 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	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	N/A	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A	N/A

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### Graduation Goal Measure 6 - 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.

#### Percentage of the 2019 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
Overall	N/A	N/A	N/A

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A

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**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2022-2023 school year, Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars. The school was only eligible for the first and second goals in the accountability plan, which ensures that scholars are on track to earn enough course credits and enough passing Regents scores to graduate from high school.

This year both cohorts again exceeded the first goal by having 89% of cohort 2022 and 88% of cohort 2021 on track for graduation. This meets the first accountability measure with more than 75% of our cohorts on track for graduation.

Unfortunately, the school did not meet the second accountability measure focused on the percentage of scholars passing three or more Regents Exams. The 2021 cohort has only 61% of scholars on track having earned three passing scores, which is shy of the target goal of 75%.

Part of the reason for this goal not being met is the timing for when some of our scholars take the Regents exams. Many of our scholars do not take the English Regents exam until after junior year. This exam has one of the highest pass rates for the school. Currently, the 2020 cohort had 99% of scholars passing three or more Regents Exams heading into their senior year.

The school is focused on improving Living Environment and Earth Science pass rates to ensure that more scholars have passed three or more Regents Exams by the end of sophomore year.

In future years, our school looks forward to sharing data on the remaining measures included 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.	Yes
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.	No
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
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their	N/A

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	fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	
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

### EVALUATION OF THE GRADUATION GOAL

In the 2022-2023 school year, Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars. All scholars in their second year of high school took two English, one Science, one Math, one Social Studies course, and a College Seminar elective. In addition to those courses, scholars took semester or year-long electives including Physical Education, Health, Computer Science, Creative Writing, Spanish or another elective. Scholars had an opportunity to earn up to 8 course credits. The cohort size was 121 scholars and 88% of scholars met the goal of earning at least ten credits by the end of their second year.

All scholars in their first year of high school took two English, one Science, one Math, one Social Studies, and a College Seminar elective. In addition to these courses, scholars took semester or year-long electives including Physical Education, Spanish, Creative Writing, Computer Science, or another elective. Scholars had an opportunity to earn up to 8 course credits. The cohort size was 134 scholars and 89% of scholars met the goal of earning at least five credits in their first year.

The school met the target of having more than 75 percent of scholars in their first or second year earn five or ten credits by the end of the year. This year was challenging due to the fact that we were virtual for a few weeks due to a building construction delay. 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.

The school did not meet the second target of having 75 percent of scholars pass at least three Regents exams by the end of their second year of high school. The 2021 cohort had 121 scholars and 61% of those scholars had passed at least three Regents Exams, including exemptions, by the end of the 2022-2022 school year. This number falls short of our target of 75% by 14 percentage points. This is a decrease from the prior school year where 68% of scholars in their second year had passed three or more Regents Exams.

A couple of things attributed to this result. Many of the scholars in the 2020 cohort received two exemptions for the math and science courses they took in the 9<sup>th</sup> grade. The scholars in the 2021 cohort only received exemptions for the courses they took in 8<sup>th</sup> grade, which were mainly Living Environment and Algebra I. None of our scholars received exemptions for English or Global History, because these are considered to be courses that are assessed in the 10<sup>th</sup> or 11<sup>th</sup> grade.

Also, only a small portion of the 2021 cohort sat for the English Regents because the majority of scholars take the English Regents in the 11<sup>th</sup> grade. This exam typically has one of the highest pass rates, therefore the scholars who have not passed three exams after their second year will still be

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on track for the Regents Exams. From the 2020 cohort 99% of scholars had passed at least three or more Regents Exams by the end of their third year. The majority of scholars in the 2021 cohort have only had access to take 4 Regents courses at this point, so we anticipate more scholars to be on track at the end of their third year of high school.

Another contributor to this gap is the fact that scholars who fail the course do not sit for the Regents exams. This means that if a scholar has below a 70% in a Regents course, they will need to retake the class and then sit for the Regents. Therefore, a portion of the 2021 cohort has not had the opportunity to sit for enough Regents exams to have earned 3 passing scores. We expect less scholars to fail courses in upcoming years given that learning will occur fully in-person.

The final four goals could not be measured because Legacy College Prep only served scholars in grades 9<sup>th</sup> – 11<sup>th</sup>.

### ADDITIONAL CONTEXT AND EVIDENCE

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

### ACTION PLAN

Based on the results of our high school graduation goal, the school has implemented several changes to help build on the successes from last year and address the areas of growth. The changes involve curriculum improvements, strategic data analysis, extra Regents exam prep support for scholars, and programs designed for tier III intervention support.

#### Curriculum

This upcoming school year we have continued to offer honors level and non-honors level sections of Algebra I, Chemistry, and Geometry. The honors level courses will follow the traditional curriculum and finish the course in a single year. The non-honors level courses will follow a two-year curriculum plan to ensure that scholars who are behind due to the COVID-19 pandemic are provided with more time to complete the course. This will allow teachers to remediate skills that were lost during the pandemic. In addition, the Earth Science course is being offered to scholars this year. This course generally has higher pass rates than Chemistry and Physics, and we believe our scholars might be more successful in the course. Finally, our school leadership team has adopted a new teacher development method that provides teachers with applicable planning support in weekly meetings to ensure that lesson execution is strong in all Regents courses.

#### Data Analysis

This school year there is a great focus on analyzing data from internal interim assessments and in between interim assessments. Our Deans of Curriculum and Instruction (DCI) revised our quarterly data analysis to ensure a strategic approach to planning reteaches and prioritizing gaps in scholar thinking. The approach includes an emphasis on looking at scholar work to determine the gaps and misconceptions, then utilizing discourse and error analysis to reteach concepts that were not

mastered the first time in class. In between the quarterly exams, the DCIs are working with teachers to create strong unit assessments that we can use to track standards mastery throughout the year. Data Meetings will occur a couple of times a month where teachers and their DCIs can analyze scholar work and create plans to adjust instruction to ensure mast The priority will be to adequately prepare scholars for the Regents exams and to intervene throughout the school year when scholars are not mastering the content.

### **Mandatory Regents Prep Courses**

To support scholars who have passed a Regents course, but failed the Regents exam, the school is going to offer a 9<sup>th</sup> period prep course once a week to help prepare scholars for the Regents Exams in January and again in June. Scholars take the course for two quarters, reviewing skills from the course they took prior and studying to take the upcoming Regents exam. The courses are taught by teachers who specialize in the Regents exam subject areas. This will help our scholars stay on track for earning the Regents Diploma by providing targeted support to scholars struggling with specific subjects.

The school looks forward to seeing the success of this action plan throughout the 2023-2024 school year.

## GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Legacy College Prep's mission is to ensure that scholars are prepared 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 9<sup>th</sup> 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 spans all four years of high school, and includes support for our alumni after they graduate from high school.

As 9<sup>th</sup> 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 10<sup>th</sup> 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 register and prepare for the SATs and the ACTs. The second half of the course helps scholars

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identify topics for their personal statements and/or college essays. The College Counselor helps 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 collect letters of recommendation for their college applications.

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. In the fall, scholars will complete applications to the colleges and universities. Once scholars receive acceptances, the College Team supports 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 the school provides internally, scholars are also given unique opportunities to take college courses while in high school. Legacy College Prep partners with the Syracuse University Project Advance (SUPA) program to offer college courses as electives. These courses are taught by Legacy College Prep teachers who are certified through Syracuse University. This year we started the program by offering Physics and Forensic Science.

Scholars also have the opportunity to leave campus to take college courses at Hostos Community College as a part of the College Now program. This semester there are about 40 scholars taking these community college courses across the junior and senior class. Scholars are taking courses such as, but not limited to, Introduction to Business, General Psychology, Introduction to Community Health, Public Speaking, The African American Experience. The purpose of these partnerships is to provide opportunities for scholars to take college level courses in high school so that they are better prepared for college.

### College Preparation Goal Measure 1 - Absolute

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;

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

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>3</sup>

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
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

#### College Preparation Goal Measure 2 - Absolute

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.

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

#### College Preparation Goal Measure 3 - Comparative

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

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

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<sup>3</sup> Schools use any method listed above, 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### College Preparation Goal Measure 4 - Absolute

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

#### Matriculation Rate of Graduates by Year<sup>4</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

### SUMMARY OF THE COLLEGE PREPARATION GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

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

<sup>4</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

## EVALUATION OF THE COLLEGE PREPARATION GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

## ACTION PLAN

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year, the school will have a cohort in its fourth year of high school.**

## GOAL 3: ENGLISH LANGUAGE ARTS

Scholars will be proficient in English Language Arts.

### BACKGROUND

Legacy College Prep Middle School offers scholars an English Language Arts program that includes 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 the scope and sequence each grade. 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 6<sup>th</sup>-8<sup>th</sup> 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 scholars 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 focuses on scholars' 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 scholars 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 scholars to acquire and use grade appropriate vocabulary. Therefore, scholars 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Here are some sample anchor texts from the 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, scholars 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. Scholars 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 scholars 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 event sequence to show character and plot development.

The 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. The 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 New York State exams, the i-Ready Reading assessment, and the NWEA MAP Language Arts assessment.

Legacy College Prep High School served scholars in 9<sup>th</sup> - 11<sup>th</sup> grades this year. The 9<sup>th</sup> grade scholars took English I and Composition I. The 10<sup>th</sup> graders took Honors English or English II and either Composition II or AP Psychology. The English I and English II courses aim to build upon previously developed skills from 6-8<sup>th</sup> grades analyzing various nonfiction and fiction texts. In these courses, students read a variety of nonfiction and fiction texts. The courses backwards-map from the CCSS for 9-10<sup>th</sup> grade English Language Arts Standards. An emphasis is placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise. The courses require scholars to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically, with literary nonfiction texts scholars recognize false statements and determine faulty reasoning within a text, and analyze U.S. seminal documents that address similar themes and concepts. Select 10<sup>th</sup> grade scholars are placed in an Honors English course that was designed to prepare scholars to take the AP English Literature and Composition course in 11<sup>th</sup> grade and to sit for the English Regents Exam at the end of 10<sup>th</sup> grade. The Honors course requires scholars to read more advanced texts than the traditional English II course.

The Composition I and Composition II courses focus on improving scholars' writing skills. Related to grammar and language, scholars use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning. Scholars use strategies for vocabulary learned in 6-8<sup>th</sup>

grades with the goal of being able to use grade appropriate vocabulary, and to continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. Scholars 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 world viewpoints. The course focuses on teaching scholars to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-8<sup>th</sup> grades. The focus is on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Scholars use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. Both courses culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. Scholars who are enrolled in AP Psychology, are not required to take Composition II.

In addition to English and Composition courses, some scholars were selected for a Reading Support class based on their reading levels. These courses were designed to support scholars performing two or more grade levels behind as a result of learning loss during the COVID-19 pandemic.

Once scholars enter the 11<sup>th</sup> grade, they enroll in either English II or AP English Literature. The English III course aims to build upon previously developed skills from 9<sup>th</sup> – 10<sup>th</sup> grades analyzing various nonfiction and fiction texts. In this course, 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-map from the CCSS for 11<sup>th</sup> - 12<sup>th</sup> grade English Language Arts Standards. An emphasis is placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony.

This course requires that scholars analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. At the end of the year students who have not taken the English Regents Exam will sit for the Exam. Sample Anchor Texts from English III: *Common Sense* (Thomas Paine), *Krik? Krak!* (Edwidge Danticat), *Between the World and Me* (Ta-Nehisi Coates), *Brave New World* (Aldous Huxley), *The Kite Runner* (Khaled Hosseini), *Salvage the Bones* (Jesmyn Ward), *The Orphan Master's Son* (Adam Johnson), *The Great Gatsby* (F. Scott Fitzgerald), and *The Brief Wondrous Life of Oscar* (Junot Diaz).

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AP English Literature is a college level course that aims to focus on how authors use language to convey meaning and pleasure. Scholars will engage in close reading and critical analysis of literature emphasizing structure, style, themes, figurative language, symbolism, imagery, and tone in the analysis. Scholars will participate in formal and informal writing prompts with the goal of being able to develop their own style. Scholars will read a variety of pieces from the United States and abroad. At the end of the year scholars will sit for the AP English Literature exam where they may earn college credit for the course depending on their score. Sample Anchor Texts from AP English Literature: *Brave New World* (Aldous Huxley), *The Catcher in the Rye* (J.D. Salinger), *A Doll's House* (Henrik Ibsen), *Invisible Man* (Ralph Ellison), *Jane Eyre* (Charlotte Bronte), *Catch-22* (Joseph Heller), *Death of a Salesman* (Arthur Miller), *King Lear* (William Shakespeare), *Othello* (William Shakespeare), *Homegoing* (Yaa Gyasi), *Heart of Darkness* (Joseph Conrad), *The Handmaid's Tale* (Margaret Atwood), *Waiting for Godot* (Samuel Beckett), and *A Tale of Two Cities* (Charles Dickens).

The teachers use curriculum resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Scholars take the English Regents Exam at the end of 10<sup>th</sup> or 11<sup>th</sup> grade. Throughout the school year, scholars take internal interim exams each quarter to help prepare them for the Regents Exam.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	68	2	0	0	0	0	2	72
7	119	0	0	2	0	0	3	124
8	111	3	1	1	0	0	1	117
All	298	5	1	3	0	0	6	313

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## Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>5</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	68	27	49%	N/A	N/A	N/A
7	119	75	63%	94	64	68%
8	111	49	44%	87	46	53%
All	298	151	51%	181	110	61%

### ELA Measure 2 - Absolute

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

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

### ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	28%	803
7	68%	94	32%	864
8	53%	87	44%	936
All	61%	181	32%	5140

<sup>5</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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### ELA Measure 4 - Comparative

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

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

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>6</sup>		Effect Size
		Actual	Predicted	
6	97%	69%	42%	1.73
7	93%	32%	36%	-0.31
8	87%	46%	41%	0.26
All	92%	49%	40%	0.56

### ELA Measure 5 - Growth

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

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

### ELA INTERNAL EXAM RESULTS

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

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<sup>6</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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The NWEA MAP exam is given three times a year to measure growth from the start of the year to the end of the year. The January assessment is used a midyear benchmark to all teachers to analyze growth trends and intervene to better support scholars who are not on track to meet their growth goals. Scholars are given their goals and teachers use these to motivate scholars to meet their growth goals throughout the year.

### NWEA

#### 2022-23 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	253	41	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	253	37	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	41	39	29	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>7</sup>	2+ students	75%	172	32%	No

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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The table on the previous page represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. The school unfortunately did not meet any of the four measures this year.

For Measure 1, the scholars median growth percentile was 41, falling below the target by 9 percentile points. This was an area of decline from the previous school year where the school exceeded the goal in this measure. The second table below breaks down the median growth percentile by grade. Our 6<sup>th</sup> grade scholars performed stronger than the other two grades achieving higher rates of growth. This was consistent with last year, however, the growth was not as substantial this past school year. The 8<sup>th</sup> grade class results were surprising because that cohort of scholars did make progress on the New York State Exam. The school plans to focus on utilizing strategies to motivate scholars on the MAP exam and to focus on preparation that is aligned to the MAP assessment in the upcoming school year. Teachers will also be taking an individualized approach to supporting scholars based on their incoming percentile.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 37, falling below the target of 55. The results in this area are attributed to a lack of prioritizing the MAP assessments. In prior years, after each MAP assessment, the school provided the data to the teachers and had them perform an analysis that focused on scholars who were not on track to meeting their growth goals. In the 2022-2023 school year, the school prioritized the New York State Exams and put less emphasis on the NWEA MAP assessments. As a result, the teachers lacked individual plans for specific scholars to help improve their growth.

For Measure 3, the median growth percentile for our students with disabilities was 29, twelve points below our target of 41. This shows that our scholars with disabilities did not match the growth of our general education population. These results are similar to results from the 2021-2022 school year where the target was missed by 20 percentile points. One major contributor to the decline in growth was a lack of consistency in the ICT ELA classrooms. Throughout the school year, the school saw several teachers leave midyear, primarily impacting the ICT classrooms. These vacancies caused a disruption in supports for our scholars with disabilities. The school has made significant efforts this year to ensure there are no vacancies by redefining what teacher development looks like and by creating a system where feedback can be shared and implemented more transparently. This coupled with the new curriculum in the ELA classrooms should ensure that our scholars with disabilities achieve higher growth this school year.

For Measure 4, 32% 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 43%. When scholars enter our school in 6<sup>th</sup> 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 8<sup>th</sup> grade all scholars are on grade level heading into 9<sup>th</sup> grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging because our scholars returned to in-person learning further behind than our scholars have ever been before. Especially our 8<sup>th</sup> graders who spent their entire 6<sup>th</sup> grade year remote learning. Some of our programming that is designed to help scholars reach grade level was harder to implement

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

online and therefore we were not able to adequately use the 6<sup>th</sup> grade year to catch up our scholars who were in 8<sup>th</sup> grade in the 2022-2023 school year. We were able to restart our intervention program last year, but the materials and preparation did not meet the same standard as prior to the pandemic. This is part of the action plan for the school this year to revamp the curriculum for intervention to ensure that this period of time is helping scholars grow.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
6	35%	66	N/A	N/A
7	32%	120	38%	89
8	21%	104	28%	92
All	29%	290	33%	194

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

Grades	Median Growth Percentile	Number Tested
6	52	53
7	46	106
8	36	94
All	45	253

## SUMMARY OF THE ELA GOAL

In the 2022-2023 school year, only one absolute goal and two comparative goals were measured using external state assessment results. In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency.

The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 51% of scholars performing proficient or advanced, which was an increase from the prior school year. The results were strongest for the 7<sup>th</sup> grade class with 63% proficient and advanced. The school is utilizing what worked with that grade level to support improvements to the 6<sup>th</sup> and 8<sup>th</sup> grade programs .

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<sup>8</sup> 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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In terms of the comparative measures, the school did meet the first measure where the percentage of scholars in at least their second year performing proficient or advanced exceeds the local school district. The school's percent proficient or advanced was almost double the local school district.

For the other comparative measure, the school exceeded the predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above on the 2021-2022 school year exams. The school had an effect size of 0.56, surpassing the goal.

For the internal exam results, the school did not meet any of the measures this year, which showed a decline from the prior year. Some of this can be attributed to a lack of motivation surrounding the test and a lack of focus on NWEA MAP from the teachers and instruction. Last school year, the school met three of the four measures for success. A focus will be on returning to some of the strategies that were used that year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF ELA GOAL

In our second year of operation, the 2018-2019 school year, 39% of scholars performed at proficient or advanced levels on the State English Language Arts Exam. Last year, on average 49% of scholars performed at proficient or advanced level across all three middle school grades. This year, on average 51% of scholars performed at proficient or advanced level across all three middle school grades. The school has shown steady progress toward higher achievement on the ELA State Exam.

At the start of the 2022-2023 school year, 68% of our scholars were performing two or more grade levels behind, according to the i-Ready fall diagnostic assessment. Scholars continued to suffer from

learning loss caused by remote learning. The 6<sup>th</sup> grade level in particular consisted of scholars who were on grade levels far lower than what we had seen in any 6<sup>th</sup> grade class in previous years. The 7<sup>th</sup> grade class had achieved strong results in 6<sup>th</sup> grade, so the focus was on continuing to build on that success. Finally, the 8<sup>th</sup> grade class had been the only class to have spent their entire 6<sup>th</sup> grade year online. Since 6<sup>th</sup> grade is the entry year for the school, the year is typically used as a way to accelerate growth and support scholars who are coming to our school behind from elementary school. This cohort didn't have the same opportunity that our previous groups of scholars have had due to remote instruction. Therefore, the cohort had the lowest on grade level percentages of any 8<sup>th</sup> grade class in the history of the school.

Across all three grades, a consistent lesson planning format was implemented for all of our English Language Arts (ELA) classrooms. This lesson plan format consisted of daily word study, close reading using the whole class novel, and an outline for how to answer short answer questions with text evidence. In addition to the lesson plan format, teachers also utilized a common annotation strategy, the Signposts from Notice and Note.

Our greatest success was with our 7<sup>th</sup> grade scholars where we saw 63% of scholars score proficient and advanced. These results built on the success from the previous year with this cohort of scholars. The results from 6<sup>th</sup> grade were strong with 49% performing proficient and advanced, given the fact that 72% of scholars were more than two grade levels behind when they started Legacy College Prep in the fall.

Our 8<sup>th</sup> grade results are the area that was most concerning due to the low percentage of scholars on grade level. At the start of the year, only 19% of scholars were on grade level according to the i-Ready assessment. However, from 7<sup>th</sup> grade to 8<sup>th</sup> grade, this cohort of scholars showed growth, from 31% performing proficient or advanced to 44% in the this last year. The results show that the consistent curriculum practices were successful, and that the school needs to continue to build on the successes to help support future grades of scholars reaching 75% proficient or advanced.

The goal for this year was to see at least 60% of scholars score proficient and advanced. This school year we have adjusted our intervention program, purchased a new reading curriculum, and revamped the intervention program for our scholars performing three or more grade levels behind. We are also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

### ELA ACTION PLAN

Based on the results of the New York State English Language Arts assessment and the NWEA MAP assessment, our school has made several changes to help build on successes from last year and address areas of growth. The changes involve intervention plans, curriculum improvements, strategic data analysis, special population supports, and prioritized teacher development .

#### **Intervention**

Last year, the school returned to having scholars move rooms to participate in intervention activities that meet the needs of scholars based on their current grade level. This allowed

instructors to target skills and differentiate instruction on a more detailed level. This year, the school adopted a new curriculum for Reading Intervention. The program provides additional writing instruction support to scholars who are meeting or exceeding grade level standards. For scholars who are approaching or behind grade the school has implemented a close reading program. The program focuses on reading comprehension, using texts that are at the grade level of the scholars in the group. As scholars progress and grow, the text complexity and difficulty will increase. Some of the top English instructors in the school spent time creating the curriculum so that scholars would have a high quality instructional experience during the intervention block.

### **Curriculum**

In order to ensure that higher percentages of scholars are performing proficient or advanced, the school adopted a new curriculum that was created by the individuals who introduced Teach Like a Champion to the educational world. The Reading Reconsidered curriculum<sup>9</sup> is similar to the curriculum the school had in the past, in that the units were focused on whole novels for the whole class. However, the new curriculum provides teachers with detailed lesson plans, rigorous questions, and guides to execution that will ensure quality instruction across all classrooms. When a classroom has a new teacher, it can be difficult for that teacher to fully master effective planning in the first year. Having strong lesson plans allows the teachers to focus on prepping for lesson execution and will make the lessons stronger and more rigorous.

### **Data Analysis**

The school has revamped the data analysis process to implement more frequent data meetings and a consistent structure across the entire school. Teachers now have biweekly data meetings with their coaches. At these meetings, teachers are analyzing scholar work, identifying the greatest misconception or gap in scholar thinking, planning how they will reteach the content in a different way, and finally practicing the reteach to get feedback before implementing it with scholars. These data meetings are also the structure that is being used at school-wide data days where the focus is on interim assessment data and NWEA MAP data. This year, the school is also increasing department meetings and will be using a data analysis protocol at those meetings to support collaboration across the entire ELA team.

### **Special Population Supports**

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways. This practice has not been the priority in the last two years, and is now part of the data meetings that coaches will be having with all teachers.

The school will also continue to approach of using NYSESLAT data to determine the best placement of its ENL Specialists. The school has two ENL Specialists who provide support across grades 6<sup>th</sup> –

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<sup>9</sup> <https://teachlikeachampion.org/reading-reconsidered-curriculum/>

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8<sup>th</sup>. Differentiated support is provided to scholars based on the scholar’s level on the NYSESLAT. The support will be primarily offered in the form of pull-out and only in some cases push-in this school year.

Throughout the 2023-2024 school year, the school looks forward to seeing strong improvement as result of these action plan steps.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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.

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.<sup>10</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

<sup>10</sup> Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

<sup>11</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

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**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### High School ELA Measure 2 - 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.

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.

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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

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2019	2022-23	N/A	N/A	N/A	N/A
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### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

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	N/A

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	meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	
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 <sup>th</sup> 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 <sup>th</sup> 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

### EVALUATION OF HIGH SCHOOL ELA GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### ACTION PLAN

Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars in the 2022-2023 school year. A small percentage of scholars take the English Regents exam at the end of their 10<sup>th</sup> grade year, and the remaining sit for the exam at the end of the 11<sup>th</sup> grade year. The school looks forward to reporting on this measure in future years.

## GOAL 4: MATHEMATICS

Students will be proficient in Mathematics.

### BACKGROUND

The middle school 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. The 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 level of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality.

In 6<sup>th</sup> grade Math scholars learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-planned from the CCSS 6<sup>th</sup> Grade Math standards. More specifically, the class includes 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 7<sup>th</sup> grade math, scholars learn 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.

Finally, in 8<sup>th</sup> grade math, scholars learn 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 the math cohorts are ICT classes and two of the math cohorts have only one instructor. At the 8<sup>th</sup> grade level, two of the cohorts take the Algebra Regents course and the other two utilize the CCSS 8<sup>th</sup> Grade Math Standards.

At the high school, scholars are able to take Algebra I or Geometry in 9<sup>th</sup> grade, Geometry or Algebra II in 10<sup>th</sup> grade, Pre-Calculus, Algebra II, or College Algebra in 11<sup>th</sup> grade, and Finite Math, AP Calculus, Pre-Calculus, Algebra II, or College Algebra in 12<sup>th</sup> grade. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, the school created different sections of some of the math classes to provide scholars with more support and more time to prepare for the New York State Regents assessments. For example, at the 9<sup>th</sup> grade level, the school created a 15-1 Algebra class that allows scholars to move at a slower pace over the course of two years rather than try to complete all of the content in one year. The school also has two sections of Geometry Part I, where scholars are able to take Geometry over the course of two years and sit for the Regents exam at the end of the second year. The goal is to ensure that all scholars can pass at least one if not two math Regents Exams by the time that they graduate from high school. The slower pace allows teachers to address the learning loss from COVID-19 and catch scholars up before they exit high school and go on to college.

This year is the first year that the school is offering Finite Math to 12<sup>th</sup> grade. This course was designed to help scholars prepare for a college level math course. The school knows that not all of the scholars will benefit from taking Calculus as seniors, and therefore it doesn't make sense to enroll all of them in the course. Scholars take the New York State Regents exams after the completion of all Regents courses.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
6	70	2	0	0	0	0	0	0	72
7	120	3	0	2	0	0	0	0	125
8	109	4	1	3	0	0	0	0	116
All	299	9	1	5	0	0	0	0	313

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	70	32	46%	N/A	N/A	N/A
7	120	61	51%	91	53	58%
8	109	46	42%	86	41	48%
All	299	139	46%	177	94	53%

### Math Measure 2 - Absolute

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

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

### Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	29%	817
7	58%	91	31%	872
8	48%	86	30%	890
All	53%	177	31%	5190

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Math Measure 4 - Comparative

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

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

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
6	97%	40%	18%	1.61
7	93%	23%	17%	0.37
8	87%	23%	16%	0.35
All	92%	29%	17%	0.77

### Math Measure 5 - Growth

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

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

### MATHEMATICS INTERNAL EXAM RESULTS

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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. The school met the growth goals in two out of the four measures.

2022-23 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	235	64	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	235	56	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	64	55	49	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>12</sup>	2+ students	75%	153	57%	No

<sup>12</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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For Measure 1, our scholars median growth percentile was 64, exceeding our target by 14 percentile points. The second table below breaks down the median growth percentile by grade. There was growth across all three grades, however, the 6<sup>th</sup> grade class showed the highest growth.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 56, exceeding our target by 1 percent. The results in this area are attributed to our teacher’s ability to prioritize specific concepts and scholars. Teachers also utilized the intervention program to remediate skills for scholars who were off track. The math teachers also continued to adapt 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.

For Measure 3, the median growth percentile for our students with disabilities was 49, falling below the target percentile by 15 percentile points. Last school year, the school met the target percentile, so this was a decline from the prior year. The data on this subgroup was a concern all year and was one of the highest priorities in the 2022-2023 school year. One of the greatest challenges this year was vacancies in some of the ICT math classes. A lack of consistency in instruction created lower growth achievement. The classes who had a consistent instructor had much higher growth rates. The school has made a commitment this year and formulated a strategy to reduce vacancies this year that involved frequent staff feedback and a more rigorous hiring process.

For Measure 4, 57% 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 18 percent. When scholars enter our school in 6<sup>th</sup> grade, the average percentile on the NWEA MAP fall diagnostic is around 30. 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 8<sup>th</sup> grade all scholars are on grade level heading into 9<sup>th</sup> grade, however, it is challenging to achieve this result in only one year. Compared to the prior year, the school’s intervention program was not used effectively to remediate skills for scholars. The school spent time over the summer revamping the curriculum to ensure that the program was more successful in the 2023-2024 school year.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>13</sup>	Number Tested	Percent Proficient	Number Tested
6	77%	52	N/A	N/A
7	54%	96	57%	94
8	55%	87	56%	86
All	60%	235	57%	180

<sup>13</sup> 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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## End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment

### By All Students

Grades	Median Growth Percentile	Number Tested
6	81	52
7	53	96
8	58	87
All	64	235

This school year the school had fewer scholars take the pre and post MAP test due to a timing issue toward the end of last year. This year the school is working to ensure that all scholars take the pre and post-tests to show accurate growth measures.

### SUMMARY OF THE MATHEMATICS GOAL

In the 2022-2023 school year, only one absolute goal and two comparative goals were measured using external state assessment results. In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency.

The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 46% of scholars performing proficient or advanced, which was a large increase from the prior school year. The results were strongest for the 7<sup>th</sup> grade class with 51% proficient and advanced. The school is utilizing what worked with that grade level to support improvements to the 6<sup>th</sup> and 8<sup>th</sup> grade programs .

In terms of the comparative measures, the school did meet the first measure where the percentage of scholars in at least their second year performing proficient or advanced exceeds the local school district. The school's percent proficient or advanced was over twenty percentages points higher than the local school district.

For the other comparative measure, the school exceeded the predicted level of performance on the state Mathematics exam by an effect size of 0.3 or above on the 2021-2022 school year exams. The school had an effect size of 0.77, surpassing the goal.

For the internal exam results, the school met two of the four measures this year on the NWEA MAP assessment. Some of this can be attributed to a lack of motivation surrounding the test and a lack of focus on NWEA MAP from the teachers and instruction. There were also some vacancies with specific classes that led to lower growth rates last year. Last school year, the school met three of the four measures for success. A focus will be on returning to some of the strategies that were used that year.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

In our second year of operation, the 2018-2019 school year, 41% of scholars performed at proficient or advanced levels on the New York State Mathematics Exam. In 2021-2022, on average only 23% of scholars performed at proficient or advanced level across all three middle school grades. Last year, the school improved to seeing 46% of scholars perform at a proficient or advanced level.

At the start of the 2022-2023 school year, 56% of scholars were performing two or more grade levels behind, according to the i-Ready fall diagnostic assessment. Scholars continued to suffer from learning loss due to the COVID-19 pandemic. The school's focus continued to be on supporting the scholars to fill gaps in knowledge and help them get back on track for the next grade level.

Across all three grades, the school implemented a consistent lesson planning format for all of the Math classrooms. This lesson plan format consisted of math vocabulary, spiral review, collaborative practice, and mastery checks aligned to the common core standards. The spiral review portion became a focus this year to ensure that scholars not only mastered the content when it was taught, but that they also retained the information and skills.

The learning loss that occurred during remote instruction was greater for Math than it was for Reading and English Language Arts. Many of the scholars still struggle with basic math skills that are required in order to successfully master the content taught in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math. However, the school made significant strides in improving results this year and were able to match the New York City average in all three grades for mathematics.

The greatest success was with the 7<sup>th</sup> grade scholars where 51% of scholars scored proficient and advanced, building on the success from the prior year when this cohort also had the highest proficiency results. The 6<sup>th</sup> grade results continued to be strong for our incoming class given that the majority of the class starts at Legacy College Prep performing two to three grade levels behind. The 8<sup>th</sup> grade results were the area that we were most impressed with. Scholars in this class improved from only having 23% proficient and advanced in 2021-2022 to now having 42% proficient and advanced.

Finally, the focus for the 8<sup>th</sup> grade courses is on ensuring that the scholars who are taking the Algebra I Regents course are adequately prepared and given access to the 8<sup>th</sup> grade math curriculum. Each year, two of the 8<sup>th</sup> grade cohorts take the Algebra I Regents course instead of 8<sup>th</sup> grade Math. Many of the scholars opt to take the Regents Exam for Algebra and the New York State Mathematics assessment. This requires the teacher to prepare scholars for both even though the content for each course is different. This upcoming school year, the Algebra teacher will continue to work on incorporating the standards from 8<sup>th</sup> grade math into the Intervention block to support scholar mastery of not only Algebra skills but also the 8<sup>th</sup> Grade Math Common Core standards. In the 2022-2023 school year, 92% of 8<sup>th</sup> grade scholars in the Algebra I course passed the Regents exam, but only 63% were proficient or advanced on the New York State 8<sup>th</sup> Grade Math Exam.

The results show that the school needs to be more intentional about spiral review, remediation, and providing scholars with rigorous practice. This school year, adjustments have been made to the intervention program, curriculum materials, teacher development structures, and to the assessment structure. The school is also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

### MATHEMATICS ACTION PLAN

Based on the results of the 2022-2023 New York State Mathematics Exam and the NWEA MAP assessment, the school has made several changes to help improve the overall success that involve intervention, curriculum shifts, data analysis, and special populations.

#### **Intervention**

The school's intervention program for Math occurs two days a week. Scholars are split into groups based on grade level equivalency and given differentiated supports based on their current levels. This year the school had one of the top math teachers develop the curriculum for the intervention program to ensure that the period of the day had a higher quality instruction. The scholars who are meeting or exceeding grade level standards are able to have extra time to practice skills learned in class. Scholars who are approaching or critical receive instruction in smaller groups and in some cases receive mini-lessons on content from prior year to close gaps that are impacting mastery of the current year's standards.

#### **Curriculum**

The school made some changes to the curriculum and to the lesson planning requirements for teachers. The Instructional Leader for the Math Department developed a consistent Unit Plan

structure and created model units for teachers to follow to start the year. This allowed teachers to spend a greater amount of time during the summer professional development sessions internalizing the plans and learning how to effectively lesson plan. The curriculum continues to be 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 start the year performing two or more grade levels below. The narrowed focus aligns to teaching the major clusters for each grade level, and only covering some of the supporting clusters and additional clusters.

### **Data Analysis**

The school has revamped the data analysis process to implement more frequent data meetings and a consistent structure across the entire school. Teachers now have biweekly data meetings with their coaches. At these meetings, teachers are analyzing scholar work, identifying the greatest misconception or gap in scholar thinking, planning how they will reteach the content in a different way, and finally practicing the reteach to get feedback before implementing it with scholars. These data meetings are also the structure that is being used at school-wide data days where the focus is on interim assessment data and NWEA MAP data. This year, the school is also increasing department meetings and will be using a data analysis protocol at those meetings to support collaboration across the entire Math team.

### **Special Populations**

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways. This practice has not been the priority in the last two years, and is now part of the data meetings that coaches will be having with all teachers.

The school will also continue to approach of using NYSESLAT data to determine the best placement of its ENL Specialists. The school has two ENL Specialists who provide support across grades 6<sup>th</sup> – 8<sup>th</sup>. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT. The support will be primarily offered in the form of pull-out and only in some cases push-in this school year.

Throughout the 2023-2024 school year, the school looks forward to seeing strong improvement as result of these action plan steps.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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## 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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 mathematics requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

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 <sup>th</sup> 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 <sup>th</sup> 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

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### ACTION PLAN

Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars in the 2022-2023 school year. The school looks forward to reporting on this measure in future years.

### GOAL 5: SCIENCE

Scholars will be proficient in science.

#### BACKGROUND

At Legacy College Prep Middle School, scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. In 8<sup>th</sup> grade, two cohorts of scholars take the Living Environment Regents course. The courses include 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. 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 scholars based on their prior knowledge upon entering our school.

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

At the high school, scholars are able to take Living Environment or Chemistry in 9<sup>th</sup> grade, Chemistry or Physics in 10<sup>th</sup> grade, Chemistry, Physics, AP Chemistry, or Forensic Science in 11<sup>th</sup> grade, and Earth Science, AP Biology, Forensic Science, Physics, or the Syracuse University Project Advance (SUPA) Physics and Forensic Science courses. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, the school created different sections of some science classes to provide scholars with more support and more time to prepare for the New York State Regents assessments. For example, at the 10<sup>th</sup> grade level, there are two Honors level sections

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

of Chemistry and two non-honors levels sections. The Honors level course will complete the entire curriculum in one year and the non-Honors course will require scholars to take the course over two years before sitting for the Regents exam. The goal is to ensure that all scholars can pass at least one if not two science Regents Exams by the time that they graduate from high school.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	82	34	41%

#### Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	82	34	41%			

**At the time that this report was prepared the district results were not available for the New York State 8<sup>th</sup> grade Science Exam.**

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2022-2023 school year, only one absolute goal was able to be measured using external state assessment results. In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars, in at least their second year at Legacy College Prep, perform at proficiency or above.

Our focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 41% proficient which is an increase from the 32% of scholars who performed proficient and advanced in the prior school year.

At the time of the report the district results were not available to compare and evaluate.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

## EVALUATION OF THE SCIENCE GOAL

This year, on average only 41% of scholars who are in at least their second year at Legacy College Prep, performed proficient or advanced on the Science Exam. This result fell short of our goal by a significant amount and can attribute this to a few factors.

The first factor is that half of the 8<sup>th</sup> grade class took Living Environment and had a curriculum that was not fully aligned to the 8<sup>th</sup> grade science exam. Many of the scholars taking the Regents course still took the 8<sup>th</sup> grade science exam. In future years the science instructor will be providing more opportunities to ensure that scholars are appropriately prepared for both exams.

The second factor is that this 8<sup>th</sup> grade class came into this school year performing at lower levels than any 8<sup>th</sup> grade class from previous years. This can be attributed to the fact that this cohort of scholars was virtual in 6<sup>th</sup> grade. The scholars were unable to utilize that year to close gaps and achieve high growth levels that would set them up for success in future grades. The virtual year also made it difficult for scholars to be able to be successful on a performance task given the decreased amount of time they spent completing labs and science related tasks in-person.

The third factor was a lack in preparation on the schools part for the performance portion of the exam. The instructor spent a lot of time focused on teaching scholars the material and reviewing content from prior years, and not a lot of time on helping scholars conduct experiments and

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

complete performance tasks. This was a gap in the curriculum and prioritization that will be remedied this school year.

The results show that the school needs to be more intentional about spiral review, lab exposure, and providing scholars with rigorous practice. Legacy College Prep Middle School needs to continue to build out the science program so that future grades of scholars can reach 75% proficient or advanced.

### ADDITIONAL CONTEXT AND EVIDENCE

During the 2022-2023 school year, about half of the 8<sup>th</sup> grade scholars took the Regents Living Environment course instead of 8<sup>th</sup> Grade Science. The scholars who took the Living Environment course were all scholars who were performing on or above grade level in math.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	Living Environment	58	37	64%
8	2022-23	Living Environment	45	24	53%

In June, 45 scholars took the exam and 53% of scholars passed with a 65% or higher. This was a decrease from the prior year where 64% of scholars passed the exam. This can be attributed to the fact that the majority of the cohort of 8<sup>th</sup> grade scholars in the 2022-2023 school year started the year below grade level and further behind than the prior year's 8<sup>th</sup> grade class.

In the upcoming school year the school has a goal of at least 75% of scholars passing the Regents exam with a 65% or higher. The school made some curriculum adjustments and provided scholars with more opportunities for lab hours to help our scholars succeed in the course.

### ACTION PLAN

Based on the results of the New York State 8<sup>th</sup> Grade Science assessment, the school has made several changes to help improve scholar proficiency results that involve science labs, curriculum shifts, and data analysis.

#### Science Labs

At the middle school, the science teachers have always struggled to implement labs for scholars due to spatial constraints and a lack of facilities. As a result, scholars really struggled with the performance portion of the 8<sup>th</sup> Grade Science Exam. This year, the science teachers will have the use of a dedicated Science lab in the building for any days that they need scholars to conduct an experiment. The Science team has also created a schedule of labs prior to the year starting to ensure accountability for completing the lab hours. In addition to this, the science team has aligned in

terms of expectations for scholars when they are completing the labs to make sure that all grades are preparing scholars to be successful on the 8<sup>th</sup> grade science exam, and in future Regents courses.

### **Curriculum**

The school made some changes to the curriculum to ensure that scholars are retaining the information from prior school years and building on the information they learn unit after unit. The curriculum has been modified to include a 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 teachers to build a foundation in 6<sup>th</sup> grade that our 7<sup>th</sup> and 8<sup>th</sup> 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. This year there is also a science instructional lead who is supporting the science teachers and leading department meetings.

### **Data Analysis**

Similar to the math and ELA action plan, the science teachers are also participating in biweekly data meetings to ensure more frequent data analysis. Teachers are looking at scholar work from weekly exit tickets, identifying the gaps in thinking or misconceptions, planning a reteach, and then practicing that reteach with their coach. This method will help teachers prioritize what to reteach and create effective plans that are based on scholar results.

Teachers will also be held accountable to prioritizing specific scholars based on NWEA MAP results. These scholars will receive differentiated supports in class to ensure that they are on track to meeting their goals, and thereby succeeding on the New York State Exam.

Throughout the 2022-2023 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments and internal trimester exams to prepare scholars for the 8<sup>th</sup> grade Science Exam.

## **HIGH SCHOOL SCIENCE**

### **High School Science Measure 1 - Absolute**

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment, Chemistry, and Physics exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### Science 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

### High School Science Measure 2 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

## SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

Type	Measure	Outcome
Absolute	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.	N/A
Comparative	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.	N/A

## EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

## ACTION PLAN

Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars in the 2022-2023 school year. The school looks forward to reporting on this measure in future years.

## GOAL 6: SOCIAL STUDIES

Scholars will be proficient in Social Studies.

### BACKGROUND

Legacy College Prep High School has a rigorous course sequence for social studies. In the 9<sup>th</sup> grade scholars take Global History and Geography I, followed by Global History and Geography II in the 10<sup>th</sup> grade. In 11<sup>th</sup> grade some scholars take AP US History and others take US History and Government. In 12<sup>th</sup> grade a majority of the scholars take Civics and Economics and a small portion of scholars take AP Government.

Global History and Geography aims to develop students' knowledge in the human history from early humans in the Paleolithic Era until the early 1700s. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. An emphasis is placed on making connections between migrations, multi-regional empires, conflicts, trade, belief systems, and cultural diffusion. Scholars learn about topics such as, the development of the first civilizations, the expansion of trade networks and their global impact, and the examination of classical societies in Eurasia and Mesoamerica. This course is the first of two classes students take to prepare for the New York State Regents Exam in Global History and Geography.

Global History and Geography II aims to develop students' knowledge in the human history from the early 1700s to the present. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. Throughout the year scholars cover the following concepts: industrialization, nationalism, imperialism, conflict, technology, globalization, and the interconnectedness of the world. Scholars use a variety of primary and secondary sources to study these concepts with a focus on nonfiction literacy. At the end of the year scholars take the New York State Regents Exam in Global History and Geography.

US History and Government aims to strengthen scholars' knowledge in the history of the United States through the study of five themes: The Continuing Struggle for Civil Rights, Wealth, Class, and Conflict in America, Technology and Social Change, America's Role in the World, and The American Land and the American People. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. Building upon the content and skills learned in grades 7<sup>th</sup> and 8<sup>th</sup> US History classes, scholars begin with the colonial and constitution foundations and the development of the government structure, and move chronologically through history studying the challenges that the nation faced during various wars

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and conflicts, eras of development, and the expansion of government and evolution of social issues. Throughout the year scholars will explore the themes while looking at social, political, and economic trends through the history of the United States. At the end of the year scholars will take the New York State Regents Exam in U.S. History and Government.

AP US History is a college level course that develops scholars' conceptual knowledge about US History from approximately 1491 to the present. The class focuses on the following themes: peopling; identity; politics and power; environment and geography; work, exchange, and technology; America in the world; and ideas, beliefs, and culture. Scholars build the following historical thinking skills during the course and apply them as they are learning the content: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis. At the end of the year scholars will sit for the AP US History Exam, and depending on their score, earn college credit for the course. All AP instructors complete AP institute training prior to the year that they are teaching the course.

### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### Social Studies Measure 2 - Comparative

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.

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The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### 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)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

## SUMMARY OF THE SOCIAL STUDIES GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

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Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

**Legacy College Prep only served 9<sup>th</sup>-11<sup>th</sup> grade scholars in the 2022-2023 school year. In the 2023-2024 school year the school will have scholars in their fourth year and will be able to report in this area.**

### ACTION PLAN

Legacy College Prep only served 9<sup>th</sup> - 11<sup>th</sup> grade scholars in the 2022-2023 school year. The school looks forward to reporting on this measure in future years.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Met
2021-22	Met
2022-23	Met

## ADDITIONAL CONTEXT AND EVIDENCE

Legacy College Prep has consistently met the ESSA measurement accountability requirement each year that the school has been open.

