



Troy Prep

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Johanna Martin and Team

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Director of School Support prepared this 2021-2022 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
John P. Reilly	Chair	Finance
Dr. Shai Butler	Vice Chair	Finance
Carl Young	Secretary	Governance
Guy Alonge III	Treasurer	Finance
Dr. Don-Lee Applyrs	Trustee	Development
Katie Hohman	Trustee	Governance
Kelly Kimbrough	Trustee	Development
Ron Mexico	Trustee	Finance
Michael Strianese	Trustee	Finance
Kelly Walborn	Trustee	Governance
Robert Bellafiore	Trustee	Development

- **Dunja Varciana has served as principal beginning in 2022-2023 year.**
- **Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.**
- **Nicole Cox has served as the Instructional Leader of the Middle School program 2020.**
- **Preethy Gowrinathan has served as the Instructional Leader of the High School program since 2020.**

SCHOOL OVERVIEW

Troy Preparatory Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. As part of the Uncommon Schools network, True North Troy Prep Charter School opened in August 2009. On July 1, 2022, Troy Prep merged with the KIPP Capital Region group of schools. Going forward it will be called KIPP Troy Prep, but for the purposes of this report the school will be called simply Troy Prep as that was the name during 2021-22.

Creating KIPP Capital Region was driven by four main priorities: deepening and expanding our K-16 programming, increasing our Capital Region impact, collaborating for talent and developing deep talent pipelines, and expanding our regional school support team to ensure schools are better supported. Our schools are now supported by a 45-member regional team that includes deep academic and operational support to our schools to ensure students and teachers have the support they need to be successful.

In 2021-22, the school served 754 students in grades K-12. is open to all students in the surrounding communities. KIPP 's student population consists of approximately 59% African American, 24% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 12% Caucasian students. Approximately eighty two percent of KIPP students are economically disadvantaged and qualify for free or reduced-price lunch. Students from 16 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, Hudson, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie and Watervliet.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Troy Prep students, therefore, is tied to mastering this fundamental skill. The school provides explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars had nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms were staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students were expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars had two hours and a half of daily reading instruction.
- Scholars were required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.

- Scholars were required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars had two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

Target Curriculum Focused on Basic Skills. Troy Prep does not use an off-the-shelf curriculum. Rather, we used curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) paid particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Troy Prep teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Troy Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the school year, even with remote students virtually. Troy Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Troy Preparatory Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Troy Prep provides its students with every possible opportunity to learn.

Troy Prep students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays.

Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Troy Prep students, freshman year of college will be a natural extension of their educational experience at Troy Prep.

Troy Prep students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Insist on Family Involvement. Troy Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Troy Prep families:

- received their child's report card through a virtual report card conference where they met one on one with their child's advisor virtually;
- discuss with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance via phone calls;

- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

In 2021-2022, school returned to in person learning five days per week. There were only a few occasions in which class was held virtually and that was for shorts periods when there were unforeseeable circumstances including staff quarantines.

Mental Health, Behavioral, and Emotional Support Services and Programs in 2021-2022

In its continued and expanding effort to support students in need of additional mental health, behavioral and emotional support, Troy Prep had the following three centralized priorities:

1. Centralized Sharing of Wellness Resources - Schools will include a “Wellness Corner” in weekly communications to families and staff that has both student and teacher-facing wellness resources and activities. These resources will be organized by an assigned “Wellness Lesson” of the month. Wellness Corner will also be added to a “Virtual Calming Room Website.”
2. Streamlined Systems for Wellness Service Referral/Documentation - A “Student Wellness Referral and Tracker” tool is utilized to identify any and all supports that students may need. This allows teachers and staff to submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.
3. Explicit Wellness Instruction - Teachers will be provided with lesson plans specific to their grade span that align with the monthly Wellness Lesson and will teach those lessons monthly - either remotely or in-person. These lessons will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	63	64	64	64	60	64	62	58	39	42				580
2018-19	64	64	63	64	62	63	63	61	55	43	38			640
2019-20	66	66	65	62	64	67	63	65	61	51	35	27		692
2020-21	64	66	66	63	66	67	68	69	65	72	42	25	27	760
2021-22	65	62	66	64	63	64	62	65	61	64	56	39	23	754

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2020-21	2017-18	2017	18	0	18
2021-22	2018-19	2018	26	3	29

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the

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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 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	18	0	18
2021-22	2018-19	2018	23	5	28

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	7	0	7
2021-22	2017-18	2017	21	1	22

PROMOTION POLICY

High School Promotion: High school students will be promoted based on their academic performance in core courses (English, Math, History, Science, Foreign Language).

High School Failure of a Course Policy: Any student who fails one or two core courses (English, Math, History, Science, Foreign Language) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will be retained. Any student who fails three or more core courses will be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.

High School Summer School: Summer School is held for five full weeks over the summer as an opportunity for credit recovery for students who fail a course. Summer School credit recovery grades will replace the original course grades on the transcript. Summer School may begin as early

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as one week after the normal school year ends. To pass Summer School and earn credit recovery, students are required to:

- Be present for at least 90% of all Summer School class time
- Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments.
- Earn a grade of 70% or higher for the summer.

Summer School Credit Recovery Scale:

- HP (High Pass) = replacement grade on transcript of 75 =C
- P (Pass) = Replacement grade on transcript of 70 = C-
- F (Fail) = No replacement grade, student must repeat the course or repeat the grade

Required Classes and Credits

In 2021-22, all Troy Prep scholars were required to complete the minimum 25 required course credits as outlined below. One weight bearing credit is a least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

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

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		12th	AP Seminar, AP Research, or History electives	
Science	3	9th	Pre-AP Biology	5-6x/week, at least 50 min per day, 3 years, 1 credit per year
		10th	Pre-AP Chemistry	
		11th	AP Biology, AP Chemistry, AP Physics 1, Physics	
		12th	AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students will complete high school.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

The school did not achieve this measure as less than 75% of students in their first and second year in high school earned at least 5 credits in 2021-22. We offer opportunities for credit recovery throughout the high school years.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent earning 5+ credits
2020	58	53%
2021	54	67%

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school did meet the accountability measure for Regents proficiency in the 2021-22 school year. In 2021-22, 89% of students passed or were exempt from at least three Regents exams. This was an increase from the previous years.

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)
2018	2019-20	28	92%
2019	2020-21	56	77%
2020	2021-22	48	89%

ADDITIONAL EVIDENCE

This measure has been achieved during the past three years.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

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required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

In 2021-22, we did meet this goal, with 75% of students in the 2018 Cohort graduating in their fourth year. We attribute this dip to having several students who will take five years to finish and some who chose to pursue alternative programs. Some of these students remain on our roster. 77 percent of students who began high school in 2017 graduated after five years in the cohort. This includes any who graduated in 2021 and those who finished up in 2022.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	17	16	94%
2018	2021-22	28	21	75%

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
2017	2021-22	22	17	77%

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

This school did not achieve this measure. In 2021-22, 75 percent of our 2018 Cohort graduated after four years compared to their most recently released data in which 87% graduated after the same time period in 2020-21.

Percent of Students in the Total Graduation Cohort who

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

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Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School			School District Troy CSD	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20				329	88%
2017	2020-21	17	16	94%	334	87%
2018	2021-22	28	21	75%		

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

As of 2021-22, none of our students have pathway exam results to report.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2021-22 marks the second year that Troy Prep has had a four-year graduation cohort. Unfortunately, the numbers declined this year. We enroll students from the surrounding areas. As we transitioned back to full time in-person learning, a handful of students struggled with being there and some made the choice to leave our school. Of the 31 students in the cohort, 7 will need more time to graduate but 3 did drop out. This goal was challenging for us in 2021-22, but we are making adjustments to ensure students stay on track and receive the support they need to graduate.

Our first and second year students did not earn credits at a rate that is consistent with last year. Although we promote students and work on credit recovery, we are tracking these students early on to ensure they have the opportunity to graduate on time.

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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.	Did Not Achieve
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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did Not Achieve
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.	Unable to Assess

ACTION PLAN

Troy Prep Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college.

- Quarterly Exams continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards, so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant

- content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments on a quarterly basis in all five major subjects.
 - The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
 - The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
 - School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
 - At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Our college counselor has built an extensive curriculum that outlines week by week what she covers with juniors and seniors who meet with her three times per week. We offer step by step activities for students and families to support and help them gain admittance into college. Decisions and financial aid information is also provided. The rigor of AP classes is targeted at preparing students for success once they enter a postsecondary environment. In addition to College Seminar classes, a high-level summary of the current timeline follows:

1. Family FAFSA night (hosted 9/28)
2. First college fair field trip to HVCC (9/29)
3. Siena College Tour (10/20)
 - a. Other tours are in the process of being scheduled
4. One on ones with families to complete the FAFSA
5. UAlbany ZOOM course on college essay writing (four sessions)
6. KIPP Senior Bootcamp – college essay writing help schedule for early October
7. Senior Signing Day – Late May

Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on

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the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Based on the math outlined in the table, the school did not achieve this measure having 37 percent of the graduates demonstrate their preparation for college with an approved indicator.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	19	7	37%
Achieving the college and career readiness benchmark on the SAT	18	7 scored 480+ in Reading 6 scored 530+ on Math	6% scored at readiness on both Reading and Math
Overall	19 ²	7	37%

ADDITIONAL EVIDENCE

Going forward, we plan to partner with a local college to offer college level courses to seniors.

Goal 2: Absolute Measure

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

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

Goal 2: Comparative Measure

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

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

Goal 2: Absolute Measure

² This number should match the number of graduates reported under the high school graduation goal.

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 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.

RESULTS AND EVALUATION

Troy Prep has a matriculation rate of 86%, exceeding the goal of 75%. This is due to our college counselor's guidance and systems. We offer an extremely low counselor to student ratio (approximately 25:1). This is our second year of graduating seniors.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20			
2017	2020-21	25	20	80%
2018	2021-22	21	18	86%

SUMMARY OF THE COLLEGE PREPARATION GOAL

We can only evaluate two college preparation measures in 2021-22. Although we did not achieve 75% demonstrating college readiness, students will be given the option to take a college level course in the future giving them actual experience at that level with supports provided by Troy Prep. We anticipate that 86% of the graduates have matriculated in college based on their shared plans. We are also working to develop our alumni network to keep in touch with our graduates.

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.	Not Met
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

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

To ensure students are prepared for college, Troy Prep will continue to develop the high rigor, college level offerings as well as the alumni network. Students at Troy Prep have the opportunity to take a variety of advanced placement courses, which allows them to experience the course demands while being supported by those they have come to know in our school community.

Please refer to the programming in the graduation action section as well.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will achieve mastery of skills in English Language Arts

BACKGROUND

As mentioned, Troy Prep merged with the KIPP Capital regional schools on July 1, 2022. The below information outlines the ELA programming in the 2021-22 school year and information regarding the strategies and curriculum going forward can be found in the Action Plan section.

Troy Prep's curriculum was developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

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

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks each day that are 45 minutes (K-2) and 50 minutes (3-4). Students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily in grades K-2 and 50 minutes in grades 3-4, in addition to the 3 literacy blocks. Troy Prep Middle School creates a scope and sequence for ELA and divides the year units, each culminating in a formal assessment. In 2021-22, Troy Prep Middle School conducted an hour ELA block.

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

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

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	62				2	64
4	62				2	64
5	63				1	64
6	61				3	64
7	63				2	65
8	60				2	62
All	371	0	0	0	12	383

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 48% of all students and 53% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-27) within all students and (-22) by students in at least their second year. Grades 6 and 7 performed best at 59% and 62%, while grade 5 struggled with lower proficiency levels.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48%	62	52%	52
4	44%	62	48%	48
5	41%	63	43%	58
6	54%	61	59%	54
7	56%	63	62%	50
8	47%	60	52%	52
All	48%	371	53%	314

ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. The New York State ELA exam given in 2022 represents a new baseline for scores in proficiency and progress. Going forward, we will be able to measure growth and performance year to year.

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

METHOD

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

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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.⁴

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

**2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	52%	52		
4	48%	48		
5	43%	58		
6	59%	54		
7	62%	50		
8	52%	52		
All	53%	314		

ADDITIONAL EVIDENCE

Pending District Assessment Results

Goal 3: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 3: Growth Measure

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

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

INTERNAL ASSESSMENTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Internal/Uncommon Assessments

As previously noted, our students take assessments on a schedule and the data informs instruction and reteaching of gap content. Students who do not perform on the cycle of testing receive remediation as needed.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, 53 percent of students enrolled in at least their second year achieved proficiency on the NYS ELA (3-8) exam in 2021-22. Although we did not achieve the absolute measure’s target of 75%, our students are settling back in after a tumultuous and unpredictable period of learning during the pandemic. We look forward to putting the NYS scores in context in comparison to the district and NYS upon release of the statewide results.

We are pleased that growth was demonstrated on the internal assessments end of year administrations.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Meet
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.	Pending
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

As of July 1, 2022 Troy Prep merged with the KIPP Capital schools and will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We have shared out pacing guides and

assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for staff.

Going forward, we will be using the following programs:

K-2

Success for All Reading Roots and Fast Track Phonics a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.

K-4

Foundation Wheatley is a common core aligned knowledge based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically in all three main modes of writing
- to prepare students for the high rigor of middle, high and college literacy in reading and writing

Grades 5-8

NYC Wheatley and Baldwin is a common core aligned novel based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically and authentically.
- to prepare students for the high rigor of high school and college literacy in reading and writing

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation

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requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Troy Prep did not achieve this measure having 43% students in the four-year accountability cohort score at level 4 on the NYS ELA Regents. It should be noted that much of the 2018 Cohort was exempt from taking the exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁵

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	25	3	10	45%
2018	2021-22	26	12	6	43%

ADDITIONAL EVIDENCE

The 2019 and 2020 cohorts are exempt from taking the ELA Common Core Regents exam. 11 percent of the students in the 2021 cohort have passed the exam after the first year in high school.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	30	30%	30	41%	26	43%
2019	51	N/A	52	N/A	48	--
2020			60	N/A	58	--
2021					62	11%

Goal 3: Absolute Measure

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

⁵ Based on the highest score for each student on the English Regents exam

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METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Troy Prep did achieve this high school ELA measure, having 86% pass the Regents exam after four years in high school. Only 12 took the exam without Exemption.

**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	25	3	17	77%
2018	2021-22	26	12	12	86%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	30	30%	30	82%	29	86%
2019	51	78%	52	N/A	48	--
2020			60	N/A	58	--
2021					62	46%

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The school did not meet this measure. None of the seven students who tested below proficiency in grade 8 scored at level 4 on the CC ELA Regents after four years in the high school.

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

Cohort Designation	Fourth Year	Number in Cohort not	Number Exempted	Number Scoring at	Percent Scoring at Least Level 4 Among Students

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		Proficient in 8 th Grade (a)	with No Valid Score (b)	Least Level 4 (c)	with Valid Score (c)/(a-b)
2017	2020-21	8	1	2	29%
2018	2021-22	7	0	0	0

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The school did not meet this measure. 14 percent of the seven students who tested below proficiency in grade 8 scored at level 4 on the CC ELA Regents after four years in the high school.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	8	1	6	86%
2018	2021-22	7	0	1	14%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously noted, most of our scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, in a typical year most pass the Regents with a 65. 86% of the 2018 accountability cohort passed the ELA Regents with at least a 65. The graduating class of 2022 has experienced most of their high school years during the pandemic. Almost all are exempt from many of the Regents exams that are required for graduation. It is difficult to accurately measure the outcome of the high school absolute measure in ELA.

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

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research

and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in Mathematics

BACKGROUND

Again, Troy Prep merged with the KIPP Capital regional schools on July 1, 2022. The below information outlines the mathematics programming in the 2021-22 school year and information regarding the strategies and curriculum going forward can be found in the Action Plan section.

Troy Prep's curriculum has been developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment.

Partnering with Uncommon Schools, Troy Prep designed yearly assessments in math, aligned to state standards and to the school's scope and sequence. Starting in August 2021, teachers and administrators developed curricular strategy, unit plans and daily lessons based upon the scope and sequence. At the close of each unit, an assessment was administered, graded and data produced so that teachers and administrators develop action plans based upon objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans and the implementation of these plans.

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

In grades K-2 in 2021-22, there was one 55-minute block of math a day and in grades 3-4, there was a 95-minute block that focused on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives. In the afternoon students in grades K-2 were provided with an additional 20 minute "Math Meeting" where concepts from earlier lessons were reinforced and retaught when necessary. Grades 5-8 had two-hour blocks of math Monday-Thursday. During the 2021-2022 school year, Troy Prep delivered math instruction in person, but continued hybrid practices when there was occasion to shift to remote learning during the year. Students who were either remote or in person received the same lessons with the same assignments. When students were remote, they engaged in instruction from their Math teachers via Zoom. Students had assignments that were due through Google Classroom.

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

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

To reverse the COVID-related learning loss in Math, Troy Prep introduced new pillars of the 2021-2022 instructional model which incorporated additional focuses on Math instruction. This included the opportunity to strengthen and deepen key mathematical practices. Troy Prep also strategically embeds small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep’s assessment and response to data is streamlined to regularly gather data and effectively reteach while maximizing instructional time. There continues to be an additional focus on Middle School Math.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	63				1	64
4	60				3	63
5	62				3	65
6	62				2	64
7	51				14	65
8	0				62	62
All	298	0	0	0	1	64

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 51% of all students and 55% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-24) within all students and (-20) by students in at least their second year. Grades 3 and 4 performed best at 55% and 43% (2+ Year), while grades 5 and 6 struggled with lower proficiency levels.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	63	55%	53
4	42%	60	43%	47
5	27%	62	26%	57
6	26%	62	28%	54
7	41%	51	45%	42
8				
All	37%	298	39%	253

ADDITIONAL EVIDENCE

Most of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test.

Performance on a Regents Algebra 1 Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Algebra 1	69%	55

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	53		
4	43%	47		
5	26%	57		
6	28%	54		
7	45%	42		
8				
All	39%	253		

ADDITIONAL EVIDENCE

Pending District Assessment Results

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 4: Growth Measure

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

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

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed assessments

As previously noted, our students take assessments on a schedule and the data informs instruction and reteaching of gap content. Students who do not perform within a range on the cycle of testing receive remediation as needed.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Although the students in grades 3-8 did not achieve the target of 75% at proficiency on the NYS Math exam, all grades performed well considering the last several years. We look forward to reflecting on the scores in the context of how they did in comparison to the rest of the state and the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did Not Meet
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.	Pending District Results
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A

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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
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ACTION PLAN

As of July 1, 2022 Troy Prep merged with the KIPP Capital schools and will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We trained teachers and leaders on the curriculum for math. We have shared out pacing guides and assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for teachers.

Going forward we be rolling out the following math programming:

Illustrative Mathematics is a curriculum designed to prepare students to solve problems, reason, communicate, and think critically in the classroom and beyond. The curriculum is aligned to the rigor, focus, and coherence of the Common Core and New York State Next Generation Learning Standards. Grade 8 math students will continue to take the Regents level Algebra 1 course.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not achieve this measure with just under the target at 63% of students in the four-year accountability cohort score at level 4 on the NYS Math Regents. It should be noted that the

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vast majority of the 2018 Cohort was exempt from taking the exam, but some chose to sit for exams if they were offered or took them in 2019.

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	25	10	13	87%
2018	2021-22	26	23	12	63%

ADDITIONAL EVIDENCE

Although most students pass the NYS ELA Regents in high school, increasing the score with which they do so is something we are still addressing with a combination of rigor in the classroom and creating the mindset in our students that we should all do our best every time, rather than just trying to pass to get credit.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	30	83%	30	82%	29	63%
2019	51	86%	52	69%	48	60%
2020			60	N/A	58	N/A
2021					62	N/A

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics

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exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did achieve this high school ELA measure, having 100% pass the Regents exam after four years in high school, but only 19 took a math Regents.

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	25	4	19	90%
2018	2021-22	26	23	19	100%

ADDITIONAL EVIDENCE

As demonstrated in the table below, students in the upcoming cohorts have displayed progress with the percent passing rate on the Math Regents.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			30	91%	26	100%
2019			52	89%	48	88%
2020			60	N/A	58	31%
2021					62	26%

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Troy Prep students do not take the New York State 8th Grade Mathematics Exam.

Goal 4: Growth Measure

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All of the Troy Prep 2018 Accountability Cohort students who were not exempt passed a math Regents with a 65% after their four years in high school.

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.	Did Not Achieve

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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.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

ACTION PLAN

As we have merged with KIPP Capital Region, we will continue to do the following with support from their staff and resources:

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.

- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

GOAL 5: SCIENCE

Goal 5: Science

Each year, 75% percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

BACKGROUND

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

Troy Prep continued to partner with Uncommon Schools in 2021-22 to procure externally developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

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

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

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2022. The 8th grade science students took the Living Environment Regents exam. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

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RESULTS AND EVALUATION

The school did not meet the measure. Overall, the school did not meet this absolute measure in science. In the 4th grade 69% of all students and 71% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. Grade 8 opted to take the Living Environment Regents exam, having 67% score at 65 or greater.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	69%	51	71%	41

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Living Environment	67%	54

Goal 5: Comparative Measure

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

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

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Both grades 4 and 8 fell just short of having 75% score at proficiency in science in 2021-22. We anticipate scores increasing as students continue to enjoy hands-on science projects and experiences in school.

ACTION PLAN

In 2022-23, we will begin using the following in K-7 science class:

Amplify Science is a K–8 phenomena science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real

scientists and engineers. Amplify is aligned to the Next Generation Science Standards (NGSS) utilizing the three dimensions of science learning: science and engineering practices, cross cutting concepts and disciplinary core ideas.

Grade 8 science will be a Regents level course, Living Environment/Biology.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school achieved this measure with 75% of all students in the 2018 Accountability Cohort (not including Exemptions) passing a science Regents exam with a 65 or better.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁸

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	25	7	17	94%
2018	2021-22	26	9	15	94%

⁸ Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

Our graduating cohorts consistently achieve the measure year to year. The 2019 and 2021 Accountability Cohorts are making progress toward this goal. The table includes the percent who passed a science Regents of those who sat for the exam.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	30	77%	30	90%	26	94%
2019	51	27%	52	81%	48	79%
2020			60	N/A	58	--
2021					62	26%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The school achieved the absolute measure in high school science, having 75% of those not exempt passing a science Regents exam with at least a 65.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because of the pandemic Regents exemptions in NYS, the 2018 Cohort did not take the U.S. History Regents.

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	25	16	N/A	N/A
2018	2021-22	26	26	N/A	N/A

ADDITIONAL EVIDENCE

Three students in the 2018 accountability cohort did receive credit for the Advanced Placement US History exam.

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Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018			30	N/A	26	N/A
2019			52	N/A	48	N/A
2020			60	N/A	58	N/A
2021					62	N/A

Goal 6: Comparative Measure

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

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

All students have received an exemption because the Global History Regents exam has been cancelled during the pandemic.

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	25	13	11	92%
2018	2021-22	26	26	N/A	N/A

ADDITIONAL EVIDENCE

Seven students in the 2018 accountability cohort did receive credit for the Advanced Placement World History exam.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	30	N/A	30	N/A	26	N/A
2019			52	N/A	48	N/A
2020					58	N/A
2021					62	N/A

Goal 6: Comparative Measure

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

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

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Although most students completing the 2021-22 school year received an exemption for the Social Studies Regents exams, many students took an AP course in history.

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Troy Prep’s 2021-2022 ESSA Accountability Status continues to be in “Good Standing.”

Troy Prep met the ESSA measurement of its accountability plan.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

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