



**Legacy College Preparatory
Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Summer Schneider, Executive Director

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director, Summer Schneider, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

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

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

SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a charter school serving students in grades 6th – 12th, 6th – 10th in the 2021-2022 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels – achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

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

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

Last year, we have served a population of which around 90% are considered economically disadvantaged. We serve a student population where 21% of scholars have disabilities and 13% of scholars are English Language Learners.

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

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

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

At the start of the last school year, our school offered in-person learning to all scholars. Throughout the school year, we only needed to offer remote instruction for a few weeks in January due to high infection rates of COVID-19. Our teachers provided daily video instruction to all scholars on Zoom using the same schedule we would have used in person during those 2-3 weeks.

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	0	0	0	0	0	0	128	0	0	0	0	0	0	128
2018-19	0	0	0	0	0	0	120	125	0	0	0	0	0	245
2019-20	0	0	0	0	0	0	122	128	130	0	0	0	0	380
2020-21	0	0	0	0	0	0	109	130	135	132	0	0	0	506
2021-22	0	0	0	0	0	0	115	113	132	133	133	0	0	626

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
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year.

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the 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

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remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 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)
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year, we will have a cohort in its fourth year of our high school.

PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. It is not automatically assumed that a student will pass from one grade to the next: each student must earn promotion by demonstrating mastery of the essential knowledge and skills in his or her current grade level. Students must take and pass all classes and meet attendance requirements to be considered for promotion to the next grade level.

Academic Promotion: Students must earn enough credits to be considered for promotion. In all academic classes, any grade lower than a 70% is considered a failing grade.

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

- To be promoted from 9th to 10th grade:
 - Students must have earned 4.0 credits.
- To be promoted from 10th to 11th grade:
 - Students must have earned a minimum of 8.0 credits.
 - Students must have at least 2.0 credits in Global History.
 - Students must have at least 2.0 credits in English.
- To be promoted from 11th to 12th grade:
 - Students must have earned a minimum of 12.0 credits.
 - Students must have at least 3.0 credits in English.
 - Students must have at least 2.0 credits in Math.
 - Students must have at least 2.0 credits in Science.

Summer School: Students earning a failing grade of less than 70% in one or two classes or scored less than a 65 on one of the 5 major NYS Regents, but passed the course, are required to attend and pass Summer School. Summer School takes place over 15 school days during July. During this time, students review the subject area(s) in which they struggled and receive targeted interventions. Summer School is one final opportunity for students to indicate readiness for the next grade level. Expectations for passing Summer School are rigorous. If a student required to attend Summer School fails to enroll in Summer School or to meet any one of the expectations above, that student will be automatically retained.

Automatic Retention: Students who do not earn enough credits for the next grade level will be automatically retained. Specific provisions of an Individual Education Plan (“IEP”) may amend promotion or retention criteria, on a case-by-case basis. Students who qualify for Automatic Retention are not required to attend Summer School.

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

High School Graduation Requirements

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

Legacy College Prep offers five different diploma options:

Legacy College Prep Advanced Regents Diploma

- 29 credits with scores of 65 or higher on 5 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 85 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Legacy College Prep Regents Diploma

- 29 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Local Diploma

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

In the 2021-2022 school year, Legacy College Prep only served 9th and 10th grade scholars. All scholars in their second year of high school took two English, one Science, one Math, one Social Studies course, and a College Seminar elective. In addition to those courses, scholars took Physical Education, Health, Computer Science, Creative Writing, and/or Spanish as an elective. The cohort size was 133 scholars and 80% of scholars met the goal of earning at least ten credits by the end of their second year.

All scholars in their first year of high school took two English, one Science, one Math, one Social Studies, and a College Seminar elective. In addition to these courses, scholars took either Physical Education, Spanish, Creative Writing, and/or Computer Science as an elective. The

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cohort size was 133 scholars and 92% of scholars met the goal of earning at least five credits in their first year.

The school met the target of having 75 percent of scholars in their first or second year earn five or ten credits by the end of the year. This year was challenging due to the fact that we were returning all scholars to in-person instruction and doubling in size from our first year of operation. This challenge did not impact the school's ability to meet the goal of having scholars successfully complete their courses and remain on track for high school graduation.

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

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	133	80%
2021	133	92%

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by any transitions to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Last year, 98% of scholars earned at least five credits in their first year. This year we saw a decrease of about 6% for our 9th graders, and only 80% of 10th graders met our promotion target. While both are above the target goal of 75%, we are still focused on improving in this area to get 100% of our scholars to meet our promotion goals. The transition back to in-person learning last year was an adjustment for many of our scholars. They had to learn how to attend school again after being out of the classroom for more than a year. This challenge caused many of our scholars to struggle academically at the start of the year. We are looking forward to seeing these numbers improve in the upcoming school year now that scholars are used to the grading systems and classroom rigor of in-person instruction.

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.

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RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. The 2020 cohort had 133 scholars and 68% of those scholars had passed at least three Regents exams, including exemptions, by the end of the 2021-2022 school year. This number falls short of our target of 75% by 7 percentage points.

A couple of things attributed to this result. Many of the scholars in the 2020 cohort received two exemptions for the math and science courses they took in the 9th grade. None of our scholars received exemptions for English or Global History, because these are considered to be courses that are assessed in the 10th or 11th grade. This year, only a small portion of the 2020 cohort sat for the English Regents because the majority of scholars will take the Regents in the 11th grade. Almost all of our scholars took the Global History Regents and we saw 77% of those scholars pass with a 65% or above. The majority of scholars in the cohort have only had access to take 5 Regents courses at this point, so we anticipate more scholars to be on track at the end of their third year of high school.

Another contributor to this gap is the fact that scholars who fail the course do not sit for the Regents exams. This means that if a scholar has below a 70% in a Regents course, they will need to retake the class and then sit for the Regents. Therefore, a portion of the 2020 cohort has not had the opportunity to sit for enough Regents exams to have earned 3 passing scores. We expect less scholars to fail courses this school year because the transition back to in-person learning will not be a factor this year.

One final consideration is that if you include scholars who will likely appeal for an appeal, meaning they scored between a 50% and 64% on a Regents exam, our percent of scholars having passed at least three Regents exams climbs to 83%.

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	N/A	N/A
2019	2020-21	N/A	N/A
2020	2021-22	133	68%

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. We do not have results in this area from any other years to use for comparison.

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

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August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	N/A	N/A	N/A
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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.

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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RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	N/A	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2021-2022 school year, Legacy College Prep only served 9th and 10th grade scholars. Our school was only eligible for the first and second goals in the accountability plan, which ensures that scholars are on track to earn enough course credits and enough passing Regents scores to graduate from high school.

In the first year of operation, the school exceeded the first accountability measure by more than 20 percent, with 98% of scholars earning five or more credits toward graduation. This year both cohorts again exceeded the goal by having 80% and 92% of scholars on track for promotion.

Unfortunately, the school did not meet the second accountability measure focused on the percentage of scholars passing three or more Regents Exams. The 2020 cohort has only 68% of scholars on track having earned three passing scores, which is shy of the target goal of 75%. We anticipate this percentage to be higher in the upcoming year as more scholars have access to taking the Regents Exams and as scholars grades improve in this new and hopefully less challenging school year.

In future years, our school looks forward to sharing data on the remaining measures included in the high school graduation goal.

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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.	Goal Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Goal Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

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

Curriculum

This upcoming school year we have adjusted our courses to create honors level and non-honors level sections of Algebra I, Chemistry, Physics, and Geometry. The honors level courses will follow the traditional curriculum and finish the course in a single year. The non-honors level courses will follow a two-year curriculum plan to ensure that scholars who are behind due to remote learning are provided with more time to complete the course. This will allow teachers to remediate skills that were lost during the pandemic. In addition to this change, all teachers across all Regents courses are being held to more rigorous expectations in terms of lesson planning. The higher accountability will ensure that our scholars are receiving quality instruction throughout the year.

Data Analysis

This school year there is a great focus on analyzing data from internal interim assessments and in between interim assessments. Our Deans of Curriculum and Instruction (DCI) revised our quarterly interim assessments to ensure that they were aligned to the Regents exams for each subject. These exams will now be locked from edits by teachers to ensure that they accurately

predict scholar performance on the actual Regents exams. In between the quarterly exams, the DCIs are working with teachers to create strong unit assessments that we can use to track standards mastery throughout the year. The priority will be to adequately prepare scholars for the Regents exams and to intervene throughout the school year when scholars are not mastering the content.

Mandatory Office Hours

To support scholars with promotion and being on track towards graduation, we have created a mandatory office hours program after school. Scholars who are failing two or more classes are required to attend mandatory office hours after school every week for the courses they are failing. The school has a rotating schedule of one day a week per tested subject area. Scholars are required to attend the office hours until they are passing their courses. This will help our scholars stay on track for promotion by providing targeted support to scholars struggling academically.

Intervention

College Readiness

This year we have reorganized our advisory program into a mid-day College Readiness period that will support scholars with staying on track for promotion and graduation. Advisors will use this time to complete one-on-one check-ins with scholars on grades to ensure that scholars are aware of their GPAs and are working towards improving their grades in all classes.

We look forward to seeing the success of our action plan throughout the 2022-2023 school year.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

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

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

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

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In Junior year, the college seminar course is focused on taking the SATs, drafting personal statements, and collecting letters of recommendation. The course begins by helping scholars register and prepare for the SATs and the ACTs. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselor will help scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars collect letters of recommendation for their college applications.

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

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

Goal 2: Absolute Measure

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

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

METHOD

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

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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

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

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

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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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

Matriculation Rate of Graduates by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

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

ACTION PLAN

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. No scholars were in their fourth year of high school during the 2021-2022 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Scholars will be proficient in English Language Arts.

BACKGROUND

During the 2021-2022 school year, both our middle and high school returned to offering in-person instruction for the entire school year. Both schools were only remote for two weeks in January due to an increase in COVID-19 infection rates.

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

In the composition portion of the classes, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course

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

This year scholars in our ICT classes were given a Reading Intervention elective in place of Computer Science. This was designed to help provide support to scholars who were reading significantly below grade level as a result of learning loss during the COVID-19 pandemic.

Our teachers use resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Our curriculum is also modified based on the reading levels of the scholars in the classroom. Each year, scholars are assessed using internal trimester interim exams aligned to the state exams, the i-Ready Reading assessment, and the NWEA MAP Language Arts assessment.

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

The Composition I and II courses focus on improving scholars' writing skills. Related to grammar and language, students use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning. Students use strategies for vocabulary learned in 6-8th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. Students write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course focuses on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-8th grades. The focus is on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with

evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Students use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. Both courses culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. Scholars who are enrolled in AP Psychology, are not required to take Composition II.

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

Our teachers use curriculum resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. At the end of 10th grade, scholars are able to sit for the English Regents exam. Throughout the school year, scholars take internal interim exams each quarter to help prepare them for the Regents exam. Scholars are also assessed on i-Ready three times a year to measure reading level growth.

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 6th through 8th 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).

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

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	113	19	10	1	2	115
7	108	27	15	0	7	113
8	127	26	13	0	11	132
All	348	72	38	1	20	360

RESULTS AND EVALUATION

In our second year of operation, the 2018-2019 school year, 39% of scholars performed at proficient or advanced levels on the State English Language Arts Exam. This year, on average 49% of scholars performed at proficient or advanced level across all three middle school grades. The two schools years in between those results brought many challenges as we navigated the COVID-19 pandemic, and in spite of those challenges our school has shown tremendous growth in English Language Arts.

At the start of the 2021-2022 school year, 64% of our scholars were performing two or more grade levels behind, according to the i-Ready fall diagnostic assessment. Our scholars had experienced severe learning loss as a result of remote learning. Our focus was on supporting our scholars to fill gaps in knowledge and help them get back on track for the next grade level.

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

Our greatest success was with our 6th grade scholars where we saw almost 70% of scholars score proficient and advanced, when almost half of them were two or more grades levels behind at the start of the year. Our 7th grade results are the area that we are most concerned with. This cohort of scholars were almost entirely remote for their 6th grade year. Typically we use 6th grade as a way to accelerate growth and support scholars who are coming to our school behind from elementary school. This cohort didn't have the same opportunity that our previous groups of scholars have had due to remote instruction. At the start of the year, only 23% of scholars were on grade level according to the i-Ready assessment. This upcoming year, we are prioritizing supports for this cohort to help improve proficiency rates.

Finally, we saw an improvement from our previous results with 46% of our 8th grade scholars performing proficient or advanced. The results show that our consistent curriculum practices are successful, and that we need to continue to build on the success we saw in 6th grade to help support future grades of scholars reaching 75% proficient or advanced.

² 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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Our goal for this year was to see at least 60% of scholars score proficient and advanced. This school year we have adjusted our intervention program, made additional changes to our curriculum, and purchased a tier III intervention program for our scholars performing three or more grade levels behind. We are also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

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
6	69%	113	NA	NA
7	31%	108	28%	88
8	46%	127	42%	93
All	49%	348	35%	181

ADDITIONAL EVIDENCE

Compared to prior years, our scholars achieved more growth on the NWEA assessments this year. A couple of factors contributed to an increase in growth in 2021-2022. One of the factors was that many of our scholars excelled when we returned to in-person learning.

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

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Language Arts				
Fall 2021 RIT	206	204	213	208
Winter 2022 RIT	212	204	214	210
Spring 2022 RIT	216	210	217	214
RIT Score Growth	10	6	4	6
MAP Projected Growth	212	210	217	213

Our school saw similar amounts of Language Arts growth in all three grades from fall to spring, with the greatest growth in 6th grade. Our scholars met or exceeded the NWEA MAP projected growth goal in all three grades, which was an improvement from last year where only 6th graders met or exceeded the MAP projected growth goal.

The next table shows Language Arts results for specific sub groups compared to our whole school population. Last year, we saw our special populations achieve less growth than our general education population. This year, both sub groups met or exceeded the growth of our general education population on the NWEA MAP assessment. Our scholars with disabilities exceeded the MAP projected growth goal and our English Language Learners met the MAP projected growth goal.

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NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Language Arts			
Fall 2021 RIT	208	195	195
Winter 2022 RIT	210	194	199
Spring 2022 RIT	214	201	203
RIT Score Growth	6	6	8
MAP Projected Growth	213	201	202

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 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.³

RESULTS AND EVALUATION

At the time of this report we do not have proficiency data from the district. We will update the report once state and city assessment results are released.

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
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

³ 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](#).

ADDITIONAL EVIDENCE

In the 2018-2019 school year, our scholars exceeded the district average in terms of scholars performing proficient or advanced on the State English Language Arts Exam. Of the scholars in their second year at Legacy College Prep, 38% performed at a Level 3 or 4 compared to the district average of 22% of 7th grade scholars performing at a level 3 or 4. The previous year, our school also exceeded the district average by 19%. Our school has only been open since the fall of 2017 and there were no state assessment results from 2019-2021 so we have no additional years to compare. **We are still awaiting this year's district 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

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 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 ELA: NWEA MAP

NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In three out of four measures, the school met the growth goals.

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2021-22 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	314	58	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	321	67	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	58	61	59	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	196	51	No

For Measure 1, our scholars median growth percentile was 58, exceeding the target by 8 percentile points. The second table below breaks down the median growth percentile by grade. Our 6th grade scholars performed stronger than the other two grades, however the growth was consistent across all three grades. This school year we saw higher growth rates on the MAP assessment than in the prior year. Moving our school programming back to in-person for the entire school year allowed us to provide higher quality ELA instruction.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 67, well above the target of 55. The results in this area are attributed to our teacher's ability to prioritize scholars based on the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

provide more individualized support to scholars who are underperforming at the start of the year. In the 2021-2022 school year, we were also able to reintroduce our Intervention supports for scholars as a part of their normal school day. This allowed us to provide differentiated supports to scholars based on their reading levels and skills.

For Measure 3, the median growth percentile for our students with disabilities was 59, one point above our target of 58. This shows that our scholars with disabilities exceeded the growth of our general education population. Last year, the median growth percentile for our students with disabilities was 24, missing the target percentile by 20 percentile points. One of our major focuses this school year was to provide more support to our scholars with disabilities. The data on this subgroup was a concern during remote learning and achieving more growth for this subgroup was one of our highest priorities in the 2021-2022 school year. A return to in-person learning allowed us to provide more differentiated supports in our ICT classes. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. This year, our ICT ELA classes made significant adjustments to their curriculum to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 51% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Language Arts. These results fell short of our target by about 24%. When scholars enter our school in 6th grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging because our scholars returned to in-person learning further behind than our scholars have ever been before. Especially our 7th graders who spent their entire 6th grade year remote learning. Some of our programming that is designed to help scholars reach grade level was harder to implement online and therefore we were not able to adequately use the 6th grade year to catch up our scholars who were now in 7th grade in the 2021-2022 school year. We were also unable to fully implement our intervention program and meet COVID-19 guidelines last school year. Our intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. We were unable to move scholars into different rooms based on their reading levels and still meet the health and safety guidelines for part of the school year. We look forward to utilizing the full intervention program this upcoming year and to building on the successes we had last year with our new 6th graders.

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End of Year Performance on 2021-22 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
6	65%	98	NA	NA
7	49%	95	46%	89
8	55%	121	55%	109
All	56%	314	51%	198

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	59	98
7	58	95
8	57	121
All	58	314

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved more growth on the NWEA assessment on 2021-2022. A couple of factors contributed to the increased growth in 2021-2022: greater participation in testing, in-person instruction for the entire year, the ability to provide differentiated support to scholars based on their levels once COVID-19 guidelines were more flexible.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In the 2021-2022 school year, only one absolute goal and one comparative goal were measured using external state assessment results. In terms of the absolute measure, our school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. As of right now the comparative goal cannot be measured because we are still awaiting state, city, and district assessment results.

Our focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 49% proficient which was a large increase from the last time our school reported state data when we had 39% proficient in the 2018-2019 school year.

For the internal exam results, our school met three out of the four measures for success on the NWEA MAP. Last school year, our school did not meet any of the measures for success so this

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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was a huge improvement that we can attribute to returning to in-person instruction and to the changes we made to our ELA instructional program.

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.	Not Met
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.	N/A
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

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

Intervention

Last year, we brought back our intervention program that differentiates based on student assessment results, however, due to COVID-19 cohort restrictions we were unable to fully differentiate our program. This year, we will return to having scholars move rooms to participate in intervention activities that meet the needs of scholars based on their current grade level. This will allow our instructors to target skills and differentiate instruction on a more detailed level. Reading Intervention will occur two to four days a week depending on the scholar's needs. Scholars will receive a variety of supports ranging from guided reading four days a week, SETSS services in Reading, novel study, nonfiction text analysis, and other differentiated practices.

In addition to the above changes, we have hired a Reading Intervention teacher to implement a tier III intervention for scholars performing more than 3 reading levels behind. This teacher will utilize the Read180 program, pulling groups of scholars by reading level, to support their growth by giving them more small group opportunities for instruction.

Curriculum

In order to ensure that we higher percentages of scholars performing at proficient or advanced, we have made changes to our curriculum so that our scholars are consistently held to rigorous standards across all three grade levels. Last year we implemented a consistent annotation

strategy and lesson structure across all three grades. This year we are refining that structure by supporting teachers with adjustments to make our curriculum even stronger. Teachers are adapting the lessons to include equal opportunities for scholars to answer multiple choice and short answer questions. Teachers are also ensuring that all standards are covered during the novel studies, prioritizing the standards that scholars did not perform as strongly in last year. Finally, our teachers are putting an emphasis on utilizing reading comprehension skills throughout the lesson by asking text based questions whenever possible. Our curriculum has also been modified to include a separate scope and sequence for ICT and non-ICT courses to ensure a higher level of differentiated instruction based on scholar reading levels. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all grade levels so that coaches are able to support teachers with data analysis weekly and provide comparison to other grade levels and classes. This year, our Dean of Instruction will also be creating Unit Assessments for teachers to use to collect data in between our interim assessments. This will help teacher intervene and adjust throughout the year based on scholar strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners and student with disabilities, we have restructured the supports and curriculum that we use to support scholars. Our Director of Student Supports is now creating curriculum for our SETSS classes to ensure that the teachers have strong materials supporting those groups of scholars. We have also use the more recent NYSESLAT data to determine the best placement of our ENL Specialists. We have two ENL Specialists who provide support across grades 6th – 8th. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in Science, History, and Composition classes, after school tutoring, small group pull-out support, and differentiated materials in other core classes. Our scholars with disabilities continue to benefit from having additional support staff in both schools for the upcoming year, including the use of paraprofessionals and reading support courses.

Throughout the 2022-2023 school year, we look forward to seeing strong improvement as result of our action plan steps.

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

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. Last year, 43 of our scholars from the 2020 cohort took the English Regents in June. 28% of those scholars received a Level 4 on the Regents, and 88% received at least a Level 3. This year, the remaining scholars will take the English Regents after completing the English III course. No scholars from the 2021 cohort took the English Regents exam in the 2021-2022 school year. No scholars took the English Regents exam at all in the 2020-2021 school year.

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
2020			N/A	N/A	133	28
2021					N/A	N/A

⁷ Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

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

METHOD

The school administered 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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. Last year, 43 of our scholars from the 2020 cohort took the English Regents in June. 28% of those scholars received a Level 4 on the Regents, and 88% received at least a Level 3. This year, the remaining scholars from the 2020 cohort will take the English Regents after completing the English III course. As of right now, 32% of our 2020 cohort have taken the English Regents exam and 29% have passed the exam. The remaining 90 scholars will be taking the exam this

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spring, at the end of their junior year. No scholars from the 2021 cohort took the English Regents Exam in the 2021-2022 school year. No scholars took the English Regents exam at all in the 2020-2021 school year.

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
2020			N/A	N/A	133	29%
2021					N/A	N/A

Goal 3: Absolute Measure

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

The 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. A small percentage of our scholars take the English Regents exam at the end of their 10th grade year, and the remaining sit for the exam at the end of the 11th grade year. In our first year offering 10th grade, 90% of our scholars who sat for the English Regents passed the exam. This year we plan to build on that success by prioritizing supports for the remaining scholars in that cohort who are taking English III.

Our action plan consists of curriculum improvements, strategic interventions, data analysis, special population supports, and the use of a program designed for tier III intervention support.

Curriculum

Our English Department will begin implementing a consistent annotation strategy and lesson plan format across all English courses to help improve scholar success. The lesson plan structure will require a rigorous and measurable objective, an exit ticket aligned to the objective, a mixture of multiple choice and short answer questions in every lesson, and the use of an outline structure to help when answering short answer questions. Teachers are also ensuring that all standards are covered during the novel studies, prioritizing the standards that scholars did not perform as strongly in last year. Finally, our teachers are putting an emphasis on utilizing reading comprehension skills throughout the lesson by asking text based questions whenever possible. Our curriculum has also been modified to include a separate scope and sequence for ICT and non-ICT courses to ensure a higher level of differentiated instruction based on scholar reading levels. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all courses so that our Dean of Instruction is able to support teachers with weekly data analysis. Our Dean of Instruction will also be supporting teachers by creating unit assessments to assess standards mastery in between quarterly interim assessments. This will help teachers intervene and adjust throughout the year based on scholar strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners and student with disabilities, we have restructured the supports and curriculum that we use to support scholars. Our Director of Student Supports is now creating curriculum for our SETSS classes to ensure that the teachers have strong materials supporting those groups of scholars. We have also used the more recent NYSESLAT data to determine the best placement of our ENL Specialists. We have an ENL Specialist who provides support across grades 9th – 11th.

Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in History and Composition classes, after school tutoring, small group pull-out support, and differentiated materials in other core classes.

Intervention

This year we are offering more strategic intervention support for scholars struggling with reading. We have identified scholars performing three or more grade levels behind and are utilizing the Read180 program to offer a Reading Support course as an elective to those scholars. Scholars will be grouped by grade level to ensure appropriate differentiation. We have also phased out our homework detention and are instead offering mandatory office hours to scholars who are not succeeding in core classes. Scholars will be required to attend office hours once a week until they show growth in the particular subject they are struggling with.

In addition to the above supports, we are also offering Saturday Academy to scholars who are planning to take the Regents exams in June to help prepare them for the assessments.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

During the 2021-2022 school year, both our middle and high school returned to offering in-person instruction for the entire school year. Both schools were only remote for two weeks in January due to an increase in COVID-19 infection rates.

Our middle school mathematics program offers scholars 100 minutes of math each day, split into two classes. One of those classes addresses problem solving skills and the other class addresses procedural, computational skills. Both classes cover the same standards in the same sequence but with different questions and lesson plans. Our teachers use lesson plans and curriculum materials from established charter schools in New York City. The lessons and unit plans are adapted to fit the needs of our scholars, based on the level of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality.

In 6th grade Math students learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-planned from the CCSS 6th Grade Math standards. More specifically, the class included the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. In 7th grade math, students learn content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents,

powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. Finally, in 8th grade math, student learn content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

At each grade level, two of our math cohorts are ICT classes and two of our math cohorts have only one instructor. At the 8th grade level, two of our cohorts take the Algebra Regents course and the other two backwards plan from the CCSS 8th Grade Math Standards.

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

This year is the first year we are offering College Algebra to 11th grade. This course was designed to help scholars prepare for the SAT and to ensure that they could test out of any remedial math courses in college. We know that now all of our scholars will benefit from taking Calculus as seniors, and therefore it doesn't make sense for us to enroll all juniors in Pre-Calculus. In College Algebra, the instructor designs the course around areas of growth to help our scholars fill any knowledge gaps that were created during remote learning.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 6th through 8th 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 ⁸				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	115	18	11	0	0	115
7	108	25	16	0	8	113
8	126	28	14	0	12	132
All	349	71	41	0	20	360

RESULTS AND EVALUATION

In our second year of operation, the 2018-2019 school year, 41% of scholars performed at proficient or advanced levels on the New York State Mathematics Exam. This year, on average only 23% of scholars performed at proficient or advanced level across all three middle school grades. The two school years in between those results brought many challenges as we navigated the COVID-19 pandemic, and as a result of those challenges our school has struggled to produce strong math results on par with pre-pandemic results.

At the start of the 2021-2022 school year, 58% of our scholars were performing two or more grade levels behind, according to the i-Ready fall diagnostic assessment. Our scholars had experienced severe learning loss as a result of remote learning. Our focus was on supporting our scholars to fill gaps in knowledge and help them get back on track for the next grade level.

Across all three grades, we implemented a consistent lesson planning format for all of our Math classrooms. This lesson plan format consisted of math vocabulary, spiral review, collaborative practice, and mastery checks aligned to the common core standards.

The learning loss that occurred during remote instruction was greater for Math than it was for Reading and English Language Arts. Many of our scholars struggled with basic math skills that are required in order to successfully master the content taught in 6th, 7th, and 8th grade math. As a result, our percent performing proficient and/or advanced dropped significantly. However, when you compare our percent correct from the assessments with the city-wide averages, our scholars performed above the average in 6th grade, slightly below in 7th grade, and at the average in 8th grade, based on the cut scores shared at the end of last school year. The table below is a comparison of percent correct for each grade and the city-wide average.

⁸ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 State Mathematics Exam Percent Correct Compared with Citywide Average

Grade	Legacy Percent Correct	Citywide Percent Correct
6 th	49%	48%
7 th	48%	55%
8 th	46%	46%

Our greatest success was with our 6th grade scholars where we saw 40% of scholars score proficient and advanced, when almost half of them were two or more grades levels behind at the start of the year. Our 7th grade and 8th grade results are the area that we are most concerned with. The 7th grade cohort of scholars were almost entirely remote for their 6th grade year. Typically we use 6th grade as a way to accelerate growth and support scholars who are coming to our school behind from elementary school. This cohort didn't have the same opportunity that our previous groups of scholars have had due to remote instruction. At the start of the year, only 9% of scholars were on grade level according to the i-Ready assessment. By the end of the year, that number had doubled, but is still far from where it needs to be to meet our goals. This upcoming year, we are continuing to prioritize supports for this cohort to help improve proficiency rates.

Finally, we the focus for our 8th grade courses is on ensuring that the scholars who are taking the Regents exams are adequately prepared and given access to the 8th grade math curriculum. Each year, two of our 8th grade cohorts take the Algebra I Regents course instead of 8th grade Math. Many of our scholars opt to take the Regents Exam for Algebra and the NYS Mathematics assessment. This requires the teacher to prepare scholars for both even though the content for each course is different. This upcoming school year, our Algebra teacher has plans to incorporate the standards from 8th grade math into the Intervention block to support our scholars mastery of not only Algebra skills but also the 8th Grade Math Common Core standards.

The results show that we need to be more intentional about spiral review, remediation, and providing scholars with rigorous practice. We need to continue to build on the success we saw in 6th grade to help support future grades of scholars reaching 75% proficient or advanced.

Our goal for this year was to see at least 60% of scholars score proficient and advanced. This school year we have adjusted our intervention program, made additional changes to our curriculum, and to our assessment structure. We are also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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
6	40%	115	NA	NA
7	23%	108	27%	86
8	23%	126	20%	94
All	29%	349	23%	180

ADDITIONAL EVIDENCE

Compared to prior years, our scholars achieved more growth on the NWEA assessments this year. A couple of factors contributed to an increase in growth in 2021-2022. One of the major factors was that many of our scholars excelled when we returned to in-person learning.

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

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Mathematics				
Fall 2021 RIT	207	207	217	210
Winter 2022 RIT	214	211	222	215
Spring 2022 RIT	219	218	227	221
RIT Score Growth	12	11	10	11
MAP Projected Goal	215	215	222	217

Our school saw similar amounts of Mathematics growth in all three grades from fall to spring, with the greatest growth in 6th grade. Our scholars met or exceeded the NWEA MAP projected growth goal in all three grades.

The next table shows Mathematics results for specific sub groups compared to our whole school population. Last year, we saw our students with disabilities achieve less growth than our general education population. This year, our scholars with disabilities met the growth level of our general education population and on average, exceeded the MAP projected growth goal. Unfortunately, our English Language Learners did not meet the growth level of our general education population, however, scholars in that sub group did, on average, exceed their MAP projected growth goal.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Mathematics			
Fall 2021 RIT	210	201	200
Winter 2022 RIT	215	205	205
Spring 2022 RIT	221	209	211
RIT Score Growth	11	9	11
MAP Projected Goal	217	208	207

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.

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.⁹

RESULTS AND EVALUATION

At the time of this report we do not have proficiency data from the district. We will update the report once state and city assessment results are released.

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
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

⁹ 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](#).

Goal 4: Comparative Measure

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

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:
NWEA MAP

NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. The school met the growth goals in three out of the four measures.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	296	73	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	223	71	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	73	57	73	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹¹	2+ students	75%	182	74	No

For Measure 1, our scholars median growth percentile was 73, exceeding our target by 23 percentile points. The second table below breaks down the median growth percentile by grade. There was consistent growth across all three grades. This school year we saw higher growth rates on the MAP assessment than in the prior year. Moving our school programming back to in-person instruction was a huge driver behind our improved growth in math.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 71, exceeding our target by 16 percent. The results in this area are attributed to our teacher's ability to prioritize specific standards and scholars. As mentioned above, the return to in-person instruction supported higher growth in math. We were able to return to using our intervention program for math two days a week which allowed us to group scholars by grade level performance and remediate skills that scholars were lacking. The math teachers also continued to adapt their scope and sequence to

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a higher level of mastery on the most critical standards for each grade level. In addition to the prioritized standards, our teachers also focused on specific scholars using our data from the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year.

For Measure 3, the median growth percentile for our students with disabilities was 73, meeting the target percentile exactly. Last school year, we missed the target percentile by 23 percentile points, with scholars at a median growth percentile of 31. This was a huge improvement in only a single school year. The data on this subgroup was a concern all year and was one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Math courses have had some of the strongest growth results in our school; however, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. By returning to in-person instruction, our teachers were able to provide the same level of modifications and support as before the pandemic. Our ICT Math classes made significant adjustments to their curriculum for this year to focus on closing gaps, providing more support and strategic specially designed instruction for scholars with disabilities.

For Measure 4, 74% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Mathematics. These results fell short of our target by less than one percent and were an 11% increase from the previous year's results. When scholars enter our school in 6th grade, the average percentile on the NWEA MAP fall diagnostic is around 35. This means that the average scholar is performing close to 15 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year we were able to bring back our intervention program that is designed to support scholars twice a week with additional, differentiated math instructional support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. We believe that this program contributed to the improved growth across all three grade levels.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2021-22 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹²	Number Tested	Percent Proficient	Number Tested
6	75%	95	NA	NA
7	74%	83	74%	74
8	75%	118	74%	108
All	75%	296	74%	182

End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	60	95
7	80	83
8	78	118
All	73	296

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved more growth on the NWEA assessment on 2021-2022. A couple of factors contributed to the increased growth in 2021-2022: greater participation in testing, in-person instruction for the entire year, the ability to provide differentiated support to scholars based on their levels once COVID-19 guidelines were more flexible.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

In the 2021-2022 school year, only one absolute goal and one comparative goal were measured using external state assessment results. In terms of the absolute measure, our school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. As of right now the comparative goal cannot be measured because we are still awaiting state, city, and district assessment results.

Our focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 29% proficient which was a decrease from the last time our school reported state data when we had 41% proficient in the 2018-2019 school year.

For the internal exam results, our school met three out of the four measures for success on the NWEA MAP, and was within a percentage point of meeting the fourth measure. Last school year, our school did not meet any of the measures for success so this was a huge improvement

¹² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

that we can attribute to returning to in-person instruction and to the changes we made to our Mathematics instructional program.

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.	Not Met
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.	N/A
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
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

ACTION PLAN

Based on the results of the 2021-2022 New York State Mathematics Exam and the NWEA MAP assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

Intervention

We will start the year with a rigorous intervention program for Math that occurs two days a week. This year we will be able to allow scholars to move out of their cohorts and into groups that are based on grade level equivalency. Our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. The program is adapted to meet individual scholars' needs. Scholars receive a variety of supports ranging from small group targeted review, SETSS services in Math, and math extension exercises for our scholars performing on or above grade level. We have also purchased a new math curriculum called Touch Math for our newer teachers to use during the Math intervention instruction.

Curriculum

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

Major, Supporting, and Additional Clusters for 6th Grade Math

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 6.R.P.A ■ Understand ratio concepts and use ratio reasoning to solve problems.
- 6.NS.A ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- 6.NS.B ● Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.NS.C ■ Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A ■ Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B ■ Reason about and solve one-variable equations and inequalities.
- 6.EE.C ■ Represent and analyze quantitative relationships between dependent and independent variables.
- 6.G.A □ Solve real-world and mathematical problems involving area, surface area, and volume.
- 6.S.P.A ● Develop understanding of statistical variability.
- 6.S.P.B ● Summarize and describe distributions.

This year, we have also implemented a higher degree of consistency across lesson plans for math. Teachers are required to include accessible review questions at the start of the lesson and throughout the independent practice portion of the lesson. The goal is to randomize review practice to ensure that scholars are practicing skills they learn throughout the year and not just in isolation when they are taught. Teachers are also being asked to include a variety of multiple choice and constructive response types of questions in the practice. Finally, teachers are including a vocabulary section at the start of the lesson that will help teachers introduce new content and provide scholars with more visual examples of the content before jumping into the practice problems.

Finally, all grades continued to have a Unit 0 that was added to the curriculum to give teachers time to ease scholars back into the school year and remediate skills that scholars are lacking from prior grades.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all grade levels so that coaches are able to support teachers with data analysis weekly and provide comparison to other grade levels and classes. This year, our Dean of Instruction will also be creating Unit Assessments for teachers to use to collect data in between our interim assessments. This will help teacher intervene and adjust throughout the year based on scholar strengths and weaknesses.

Throughout the 2022-2023 school year, we look forward to seeing strong improvement as result of our action plan steps.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. Last year, 0% of our scholars in the 2020 and 2021 cohorts scored a Level 4 on a Mathematics Regents Exam. While this result is disappointing, a major contributing factor is that many of our scholars performing at or above grade level in math were exempt from the Algebra I and Geometry Math exams. In the 2020 cohort, 36% of scholars were exempt from Geometry and 92% were exempt from Algebra I. The majority of our scholars in this cohort who are at or above grade level in math took Algebra II last school year, which is one of the more difficult Regents courses. In the 2021 cohort, 28% of scholars were exempt from Algebra I. This school year, we are focused on improving the results in this area across all math courses. In the 2020-2021 school year, all scholars in the 2020 cohort were granted an exemption for their Math Regents Exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2020			113	100%	133	0%
2021					133	0%

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2020-2021 school year, all scholars in the 2020 cohort were given an exemption for their Math Regents Exam. This is the reason that 100% of scholars received a level 3. In the 2021-2022 school year, 95% of scholars in the 2020 cohort have passed a Mathematics Regents Exam, including the scholars who have exemptions. For the 2021 cohort, 67% of scholars have passed a Mathematics Regents Exam, including the scholars who have exemptions.

As a school, we have yet to begin the appeals process for Regents Exams, however, we are anticipating that many scholars will take advantage of the appeal opportunity for scholars with a score between 50% and 64% on a Regents Exam. If we include all scholars who scored 50% or higher on the Mathematics Regents exams, then 96% of scholars in the 2020 cohort and 84% of scholars in the 2021 cohort will have a passing score in at least one Mathematics Regents Exam.

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
2020			113	100%	133	95%
2021					133	67%

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area. Scholars in both of these cohorts do not have data from their 8th grade year due to canceled/optional state assessments during the COVID-19 pandemic.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

¹³ Based on the highest score for each student on the mathematics Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year therefore we are unable to report on success of the high school mathematics goal. However, we are trending in a positive direction where over 80% of scholars in the total graduation cohort will have passed a Mathematics Regents Exam. In order to achieve this goal we have created an action plan that consists of curriculum improvements, creation of targeted sections of specific courses, data analysis, and special population supports.

Curriculum

Our Math Department will begin implementing a consistent lesson plan format across all Math courses to help improve scholar success. The lesson plan structure will require a rigorous and measurable objective, an exit ticket aligned to the objective, a mixture of multiple choice and constructive response questions in every lesson, spiral review from prior units in the independent practice and scaffolded practice that matches the rigor level of the Regents exams. Teachers are also ensuring that all standards are covered during the year, prioritizing the standards that scholars did not perform as strongly in last year. Finally, our teachers are moving away from practicing skills in isolation and utilizing random spiral review in practice to help scholars truly master the content. Our curriculum has also been modified to include a separate scope and sequence for Honors and non-honors Geometry and for the 15-1 Algebra course. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

Targeted Sections

This upcoming year we created sections of certain courses to provide scholars with more time to work towards mastering the content in Regents courses like Geometry and Algebra I. When scholars returned to in-person instruction in the fall of 2021, 59% of scholars were performing two or more grade levels behind in math, according to the i-Ready fall diagnostic exam. The reality is that we are still in the process of supporting scholars in closing learning gaps that were formed during remote instruction. To help us get our scholars on track in their math

courses we are creating sections of Geometry and Algebra I that will be considered two-year courses to give these scholars more time to master the content and our teachers an opportunity to remediate skills. The Algebra I two-year course has a 15 to 1 student to teacher ratio to provide an even greater opportunity for teacher support to ensure that scholars succeed. Finally, after school support classes will be offered to support scholars who have already passed Algebra I and/or Geometry, but have failed to pass the Regents exam. These courses will be targeted at helping scholars improve their Regents scores so that they can graduate with a Regents diploma or an Advanced Regents diploma.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all courses so that our Dean of Instruction is able to support teachers with weekly data analysis. Our Dean of Instruction will also be supporting teachers by creating unit assessments to assess standards mastery in between quarterly interim assessments. This will help teachers intervene and adjust throughout the year based on scholar strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our student with disabilities, we have restructured the supports and curriculum that we use to support scholars. Our Director of Student Supports is now creating curriculum for our SETSS classes to ensure that the teachers have strong materials supporting those groups of scholars. Also, the creation of the 15 to 1 Algebra I course was designed to support some of our scholars with disabilities because the small class size will be beneficial to their success.

In addition to the above supports, we are also offering Saturday Academy to scholars who are planning to take the Regents exams in June to help prepare them for the assessments.

GOAL 5: SCIENCE

Goal 5: Science

Students will be proficient in science.

BACKGROUND

During the 2021-2022 school year, both our middle and high school returned to offering in-person instruction for the entire school year. Both schools were only remote for two weeks in January due to an increase in COVID-19 infection rates.

In Science scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6th, 7th, and 8th grades. In 8th grade, two cohorts of scholars take the Living Environment Regents course. The courses included the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment

specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. All courses backwards plan using the Next Generation Science Standards. Our teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of our scholars based on their prior knowledge upon entering our school.

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

At the high school, scholars are able to take Living Environment or Chemistry in 9th grade, Chemistry or Physics in 10th grade, and Chemistry, Physics, AP Chemistry, or Forensic Science in 11th grade. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, we have created different sections of some of our science classes to provide scholars with more support and more time to prepare for the New York State Regents assessments. For example, at the 10th grade level, we have created two sections of an Honors level Physics course and two sections that are non-Honors. The Honors level course will complete the entire curriculum in one year and the non-Honors course will require scholars to take the course over two years before sitting for the Regents exam. We also have two sections of Chemistry Part I, where scholars are able to take Chemistry over the course of two years and sit for the Regents exam at the end of the second year. The goal is to ensure that all scholars can pass at least one if not two science Regents Exams by the time that they graduate from high school. The slower pace allows us to address the learning loss from COVID-19 and catch scholars up before they exit high school and go on to college.

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 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The 2021-2022 school year was the first year that we have been able to fully assess scholars on the New York State 8th grade Science Exam. The 2019-2020 school year was our first year serving 8th grade scholars, and in year and in the year after the state assessment was either cancelled or made optional for most scholars.

This year, on average only 35% of scholars who are in at least their second year at Legacy College Prep, performed proficient or advanced on the Science Exam. We recognize that we fell short of our goal by a significant amount and can attribute this to a few factors.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The first factor is that our 8th grade class only spent half of their middle school years in person. The other half of the time those scholars were learning remotely online. This factor made it difficult for scholars to be successful at retaining information from three years' worth of science courses and difficult for them to be able to be successful on a performance task given the lack of time they spent completing labs and science related tasks in-person.

The second factor was a lack in preparation on our part for the performance portion of the exam. Our instructors spent a lot of time focused on teaching scholars the material and reviewing content from prior years, and not a lot of time on helping scholars conduct experiments and complete performance tasks. This was a gap in our curriculum that we are filling this year.

A final factor was that about half of our scholars in the 8th grade took the Regents Living Environment course instead of 8th science. The scholars who took the Living Environment course were all scholars who were performing on or above grade level in math. Even though many of these scholars chose to sit for both exams, they were not given access to the full 8th grade science curriculum which negatively impacted their scores.

The results show that we need to be more intentional about spiral review, lab exposure, and providing scholars with rigorous practice. We need to continue to build our science program so that future grades of scholars can reach 75% proficient or advanced.

Our goal for this year was to see at least 60% of scholars score proficient and advanced. This school year we have adjusted our science labs and made additional changes to our curriculum.

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
8	35%	97
All	35%	97

ADDITIONAL EVIDENCE

During the 2021-2022 school year, about half of our 8th grade scholars took the Regents Living Environment course instead of 8th science. The scholars who took the Living Environment course were all scholars who were performing on or above grade level in math.

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	Living Environment	64%	58

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

In June, 58 scholars took the exam and 64% of scholars passed with a 65% or higher. If we include all scholars who can apply for an appeal this year, meaning they scored 50% or higher on the Living Environment Regents Exam, then 98% of scholars could in theory receive a passing grade if the appeal is granted.

This was the first year that the middle school had scholars taking the Living Environment Regents Exam. In the upcoming school year we have a goal of at least 75% of scholars passing the Regents exam with a 65% or higher. We have made some curriculum adjustments and provided scholars with more opportunities for lab hours to help our scholars succeed in the course.

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.

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved slightly more growth on the NWEA assessments this year. A couple of factors contributed to an increase in growth in 2021-2022. One of the major factors was that many of our scholars excelled when we returned to in-person learning.

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

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Science				
Fall 2021 RIT	199	201	205	201
Winter 2022 RIT	204	201	208	204
Spring 2022 RIT	207	204	209	207
RIT Score Growth	8	3	4	5
MAP Projected Goal	205	205	210	206

Our school saw Science growth in all three grades from fall to spring, with the greatest growth in 6th grade. Our scholars met or exceed the NWEA MAP projected growth goal in 6th grade and were only one point away from meeting the goals in 7th and 8th grades.

The next table shows NWEA MAP Science results for specific sub groups compared to our whole school population. Last year, we saw our special populations achieve less growth than our general education population. This year, both sub groups met or exceeded the growth of our general education population on the NWEA MAP assessment. Our scholars with disabilities exceeded the MAP projected growth goal and our English Language Learners met the MAP projected growth goal.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Science			
Fall 2021 RIT	201	192	193
Winter 2022 RIT	204	194	197
Spring 2022 RIT	207	198	200
RIT Score Growth	5	5	6
MAP Projected Goal	206	198	199

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2021-2022 school year, only one absolute goal was measured using external state assessment results. In terms of the absolute measure, our school did not meet the absolute goal of having 75 percent of all tested scholars, in at least their second year at Legacy College Prep, perform at proficiency or above.

Our focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 32% proficient which is a good starting point given the challenges our scholars experienced during 6th and 7th grade while we were remote.

ACTION PLAN

Based on the results of the New York State 8th Grade Science assessment, our school has made several changes to help improve our overall success that involve science labs, curriculum shifts, and data analysis.

Science Labs

At the middle school, our science teachers have always struggled to implement labs for scholars due to spatial constraints and a lack of facilities. As a result, we saw scholars really struggle with the performance portion of the 8th Grade Science Exam. This year, our science teachers will have the use of a Science lab in our building for any days that they need scholars to conduct an experiment. The lab space will help our teachers to be able to offer more experiments to our scholars and it will help them prepare scholars to be successful on the performance portion of the state exam.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in the next school year. Our curriculum has been modified to include a more straightforward approach to teaching the content across three grades. In previous years, the curriculum has not connected well from grade to grade, and the new changes allow us to build a foundation in 6th grade that our 7th and 8th grade teacher can build upon. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. Our Dean of Instruction is placing a greater emphasis on vocabulary instruction and practice that helps scholars master skills. Finally, since the test covers content from three different grades, our 8th grade science teacher will be including a lot of spiral review to ensure that scholars can recall information from previous years.

Data Analysis

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

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments and prepare scholars for the 8th grade Science Exam. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴

¹⁴ Based on the highest score for each student on any science Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2020-2021 school year, all scholars in the 2020 cohort were given an exemption for their Science Regents Exam. This is the reason that 100% of scholars received a level 3 in 2020-2021.

In the 2021- 2022 school year, 95% of scholars in the 2020 cohort have passed a Science Regents Exam, including the scholars who have exemptions. For the 2021 cohort, 48% of scholars have passed a Science Regents Exam, including the scholars who have exemptions.

As a school, we have yet to begin the appeals process for Regents Exams, however, we are anticipating that many scholars will take advantage of the appeal opportunity for scholars with a score between 50% and 64% on a Regents Exam. If we include all scholars who scored 50% or higher on a Science Regents exam, then 96% of scholars in the 2020 cohort and 74% of scholars in the 2021 cohort will have a passing score in at least one Science Regents 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
2020			113	100%	133	95%
2021					133	48%

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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area. We are making adequate progress towards meeting this goal after the next school year.

ACTION PLAN

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year therefore we are unable to report on success of the high school science goal. However, we are trending in a positive direction where over 80% of scholars in the total graduation cohort will have passed a Science Regents Exam. In order to achieve this goal we have created an action plan that consists of curriculum improvements, creation of targeted sections of specific courses, data analysis, and special population supports.

Curriculum

Our Science Department will begin implementing a consistent lesson plan format across all Science courses to help improve scholar success. The lesson plan structure will require a rigorous and measurable objective, an exit ticket aligned to the objective, a mixture of multiple choice and short answer questions in every lesson, spiral review from prior units in the independent practice and scaffolded practice that matches the rigor level of the Regents exams. Teachers are also ensuring that all standards are covered during the year, prioritizing the standards that scholars did not perform as strongly in last year. Our curriculum has also been modified to include a separate scope and sequence for Honors and non-honors Chemistry and Physics. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

Targeted Sections

This upcoming year we created sections of certain courses to provide scholars with more time to work towards mastering the content in Regents courses like Chemistry and Physics. When scholars returned to in-person instruction in the fall of 2021, 59% of scholars were performing two or more grade levels behind in math, according to the i-Ready fall diagnostic exam. The lack of remedial math skills made it very difficult for scholars to access the content in classes like Chemistry and Physics. The reality is that we are still in the process of supporting scholars in closing learning gaps that were formed during remote instruction. To help us get our scholars on track in their science courses we are creating sections of Chemistry and Physics that will be considered two-year courses to give these scholars more time to master the content and our teachers an opportunity to remediate skills. Finally, after school support classes will be offered to support scholars who have already passed Living Environment and/or Chemistry, but have failed to pass the Regents exam. These courses will be targeted at helping scholars improve their Regents scores so that they can graduate with a Regents diploma or an Advanced Regents diploma.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all courses so that our Dean of Instruction is able to support teachers with weekly data analysis. Our Dean of Instruction will also be supporting teachers by creating unit assessments to assess standards mastery in between quarterly interim assessments. This will help teachers intervene and adjust throughout the year based on scholar strengths and weaknesses.

In addition to the above supports, we are also offering Saturday Academy to scholars who are planning to take the Regents exams in June to help prepare them for the assessments.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Scholars will be proficient in Social Studies.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. U. S. History was not offered as a class last year. The course will be offered this year to our 11th grade scholars.

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)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. U. S. History was not offered as a class last year. The course will be offered this year to our 11th grade scholars.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year and not scholars took the U.S. History course and/or Regents Exam last year.

U.S. 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
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

Goal 6: Comparative Measure

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

The 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

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area.

ADDITIONAL EVIDENCE

Last year, 112 of our scholars from the 2020 cohort took the Global History Regents in June. 76% of those scholars received a passing score of 65% or above on the exam. The total cohort consists of 133 scholars, therefore 64% of the cohort has passing the Global History Regents before the start of their third year of high school. Scholars who failed the Global History course did not sit for the Regents exam and will be retaking the course this year. No scholars took the exam in the 2020-2021 school year. Scholars do not take the Global History Regents Exam until their second year of high school which means that no scholars from the 2021 cohort took this exam last year.

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
2020			N/A	N/A	133	64%
2021					N/A	N/A

Goal 6: Comparative Measure

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

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

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. In the 2023-2024 school year we will have scholars in their fourth year at Legacy College Prep and will be able to report in this area. We are making adequate progress towards meeting this goal after the next school year.

ACTION PLAN

Legacy College Prep only served 9th and 10th grade scholars in the 2021-2022 school year. Our 10th graders take the Global History Regents Exam after two years of Global History. Our 11th graders will take the U.S. History Regents Exam this upcoming June. This year we plan to build on the success of our 2020 cohort in the Global History course by prioritizing supports for the remaining scholars in that cohort who will need to retake the course and by working to prepare scholars for the U.S. History Regents Exam.

Our action plan consists of curriculum improvements, data analysis, and after school programming.

Curriculum

Our History Department are implementing a consistent lesson plan format across all History courses to help improve scholar success. The lesson plan structure requires a rigorous and measurable objective, an exit ticket aligned to the objective, a mixture of multiple choice and short answer questions in every lesson, and the use of a source annotation strategy for short answer and document based questions. Teachers are also ensuring that all standards are covered during the year, prioritizing the standards that scholars did not perform as strongly in last year. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all courses so that our Dean of Instruction is able to support teachers with weekly data analysis. Our Dean of Instruction will also be supporting teachers with creating unit assessments to assess standards mastery in between quarterly interim assessments. This will help teachers intervene and adjust throughout the year based on scholar strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners we have restructured the supports and curriculum that we use to support scholars. We have used the more recent NYSESLAT data to determine the best placement of our ENL Specialists. We have an ENL Specialist who provides support across grades 9th – 11th. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in History classes and differentiated materials in other core classes.

In addition to the above supports, we are also offering Saturday Academy to scholars who are planning to take the Regents exams in June to help prepare them for the assessments.

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

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	Met
2020-21	Met
2021-22	Met

