

KIPP Troy Prep Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By The Executive Team

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team, along with Sara Wilcox, Director of School Support and Jen Pasek, Consultant, prepared this 2023-24 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)
John P. Reilly	Chair	Executive
Dr. Shai Butler	Vice Chair	Governance
Sharif Kabir	Secretary	Executive
Guy Alonge III	Treasurer	Executive; Finance
Dr. Don-Lee Applyrs	Trustee	Academic
Robert Bellafiore	Trustee	Finance; Development
Amari Duncan	Trustee	Development
Siena Dean	Trustee	Development
Kelly Kimbrough	Trustee	Development
Ron Mexico	Trustee	Finance; Governance
Carl Young	Trustee	Governance; Academic
Dr. Kimberley Young-Wilkins	Trustee	Executive; Academic

Dunja Varciana has served as principal of the high school since the 2022-2023 year school year.

Holly Zuber became principal of the middle school at the start of the 2024-2025 school year.

Joiele Coplin has served as principal of the elementary school since the 2023-24 school year.

SCHOOL OVERVIEW

KIPP Troy Prep, located in Troy, New York, currently serves students in grades K through 12 across three schools: KIPP Troy Prep Elementary School, KIPP Troy Prep Middle School, and KIPP Troy Prep High School. On July 1, 2022, the True North Troy Preparatory Charter School joined the KIPP Public Schools Network as part of the Institute-approved consolidation of True North Troy Preparatory Charter School with KIPP: Albany Community Public Charter Schools. At this time, KIPP: Albany Community Public Charter Schools was renamed KIPP Capital Region Public Charter Schools, and the True North Troy Preparatory Charter School became known as KIPP Troy Prep Charter School.

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

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

In 2023-24, the school served 742 students in grades K-12. KIPP Troy Prep is open to all students in the surrounding communities. KIPP’s student population consists of approximately 59% Black, 23% Hispanic, and 9% Caucasian students. Approximately 85% of KIPP students are economically disadvantaged and qualify for free or reduced-price lunch. Students from over 16 districts across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie, Waterford and Watervliet.

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
2021-22	65	62	66	64	63	64	62	65	61	64	56	39	23	754
2022-23	63	63	64	63	59	62	64	61	59	64	49	41	28	740
2023-24	64	62	62	63	62	59	58	65	54	56	55	41	40	742 ¹

¹ We also enroll one ungraded student at the high school level.

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 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 30th
2021-22	2018-19	2018	26	3	29
2022-23	2019-20	2019	30	0	30
2023-24	2020-21	2020	34	0	34

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling 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)
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2021-22	2018-19	2018	23	5	28
2022-23	2019-20	2019	30	3	33
2023-24	2020-21	2020	34	0	34

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)
2021-22	2017-18	2017	21	1	22
2022-23	2018-19	2018	29	0	29
2023-24	2019-20	2019	32	1	33

PROMOTION POLICY

KIPP Capital Region is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, KIPP Capital Region does not practice social promotion. Students who do not meet academic standards for their given grade will be retained.

- High School Promotion: High school students will be promoted based on their progress towards graduation requirements, which centers around their academic performance in core courses (English, Math, History, Science, Foreign Language). More details on the HS retention policy can be found in Appendix B.
- High School Failure of a Course Policy: Any student who fails one or two core courses (English, Math, History, Science) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will retake the course. Any student who fails three or more core courses will retake courses in the following school year.
- High School Summer School: Summer School is held for two full weeks (20 hours total) over the summer as an opportunity for credit recovery for students who failed a Regents-tested course and/or Regents exam or for seniors that are needing to make up missing credit.
- Students will be in class each day during Summer School for at least 4 hours.
- Summer School credit recovery grades will replace the original course grades on the transcript. Summer School will begin in early August to ensure students are

prepared for the Regents exam. To pass Summer School and earn credit recovery, students are required to:

- Be present for at least 90% of all Summer School class time
- Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments.
- Earn a grade of 70% or higher for the summer
- Summer School Credit Recovery Scale:
 - HP (High Pass) = replacement grade on transcript of 75 =C
 - P (Pass) = Replacement grade on transcript of 70 = C-
 - F (Fail) = No replacement grade, student must repeat the course or repeat the grade

GOAL 1: HIGH SCHOOL GRADUATION

All students will complete high school.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	57	86%
2023	62	92%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	48	89%
2021	2022-23	50	50%
2022	2023-24	57	42%

Graduation Goal Measures 3 & 4 - Absolute

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

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years²

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	28	21	75%
2019	2022-23	33	26	79%
2020	2023-24	34	29	85%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	22	17	77%
2018	2022-23	29	22	76%
2019	2023-24	33	28	85%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District³

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	28	21	75%	255	86%
2019	2022-23	33	26	79%	313	83%
2020	2023-24	34	29	85%		

Graduation Goal Measure 6 - Absolute Measure

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

The students who utilize the 4+1 pathway do not specifically set out to achieve their graduation requirements via that route so it is not possible to arrive at a quantitative percentage of success. Our students take many AP courses in their junior and senior years so sometimes an AP score of

² These data reflect August graduation rates.

³ 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

3+ will be used as an alternate to the second social studies requirement. The 2020 cohort is also one of the last classes to have many pandemic Regents exemptions.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved three of the five metrics within the graduation goal. Many first- and second-year students (92% and 86% respectively) earned the required number of credits to advance to the next grade level. 85 percent of students in their fourth year of high school graduated with a Regents or local diploma. In addition, 85% of the 2019 Cohort students have now graduated after five years.

42 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

The school’s four-year graduation rate is typically higher than the local district. Although the district’s 2020 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent district graduation rate by 3 percentage points in 2022-23.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	No
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.	Yes
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

EVALUATION OF THE GRADUATION GOAL

The students achieved three of the five graduation measures. One key highlight of the 2023-24 academic school year that impacted our practices to guide students to graduate after four years is our new AP of Academic progress. In Spring 2024, we added the new position, AP of Academic Progress. This new staff member will be tracking credits and testing requirements with fidelity and will be making sure students are on track for timely graduation.

Often students who do not graduate in four years come to us as transfer students.

ACTION PLAN

In 2023-24, we implemented the National Work Readiness Program through WIN Learning in order to support interested students in completing this pathway toward graduation. This program allows students to develop foundational skills for a variety of career paths.

GOAL 2: COLLEGE PREPARATION

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

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

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

Highlights from 2023-24:

1. Ten students took and obtained college credit from HVCC for courses taken over the summer.

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2. Five students are enrolled in a college class in Fall 2024-25.
3. We continue to offer School Day SAT and PSAT testing for all students, including 2 opportunities for Seniors to take the SAT.

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP or IB Exam Credit	29	12	41%
SAT Reading/Writing	26	16	62%
SAT Math	27	10	37%
College Level Course	1	1	100%
Overall	29	18	62%

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2018	2021-22	21	18	86%
2019	2022-23	26	17	65%
2020	2023-24	29		

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved neither of the two college preparation measures in 2023-24. 62 percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores, AP exams, Regents Diploma or earning credit for a college level course. 65 percent of our 2023 graduates matriculated in a two or four year college in the past year. We

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

collect this information through connecting with our alumni informally and gathering data from National Student Clearinghouse.

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.	No
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.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school’s counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation. Our students take many AP courses that have allowed them to experience the coursework’s requirements that they can expect in college.

The school continues to develop our alumni network. We have informal communication with graduates and collect data through the National Student Clearinghouse and student surveys.

ACTION PLAN

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

In 2024-25, we are implementing the KIPP Foundation Career and College Knowledge Curriculum for the first time. Teachers received professional development on its implementation over the summer. We are excited to implement this program to support college preparation at our school. We also increased the number of minutes in the College Seminar Classes to increase support for students.

Finally, seniors are participating in synchronous SAT Prep daily for the 5 weeks leading up to the fall SAT Exam. We are increasing support for FAFSA completion as well as post-secondary match.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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Students will achieve mastery of skills in English Language Arts.

BACKGROUND

In the 2023-24 school year, we implemented an aligned K-2 reading curriculum (Amplify CKLA) and implemented DIBELS for students in K-2. These shifts to our Foundational Literacy program allow us to better identify and target students’ learning needs. These programs are aligned to the science of reading and provide our students with research-based instruction in foundational literacy. We also trained all K-2 teachers and coaches using the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia. This professional development enhanced our teachers’ and coaches’ understanding of the science of reading.

In 2023-24, we used a KIPP-developed comprehensive literacy curriculum for Grades 3-8. We are implementing a new curriculum in 2024-25; see the Action Plan section for further details.

To measure student progress and achievement in ELA, we administer the iReady assessment three times per year for all grade levels. Students also take curriculum-embedded assessments, including progress monitoring and summative assessments. Finally, students in Grades 3-8 take school-created interim assessments in ELA, which are created using questions from previous state tests and help prepare our students for success on the state tests.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/I EP	Admin error	Medically excused	Other reason	
3	60	1	1					62
4	57	1	2					60
5	56	2					1	58
6	58	1	4				2	63
7	64	1	1					66

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8	50	1	1				2	52
All	345	7	9	0	0	0	5	361

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	60	25	41.7%	51	23	45.1%
4	57	25	43.9%	47	21	44.7%
5	56	15	26.8%	46	13	28.3%
6	58	23	39.7%	47	17	36.2%
7	64	30	46.9%	56	29	51.8%
8	50	30	60.0%	38	24	63.2%
All	345	148	42.9%	285	127	44.6%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷ (PI)

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
345	26.38	30.72	29.86	13.04

$$\begin{aligned}
 \text{PI} &= 30.72 + 29.86 + 13.04 = 73.62 \\
 &\quad \quad \quad 29.86 + 13.04 = 42.9 \\
 &\quad \quad \quad \quad \quad + (.5)*13.04 = 6.52 \\
 \text{PI} &= 123.04
 \end{aligned}$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

2023-24 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 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.1%	51	33%	259
4	44.7%	47	37%	222
5	28.3%	46	41%	238
6	36.2%	47	36%	242
7	51.8%	56	32%	241

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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8	63.2%	38	42%	262
All	44.6%	285	37%	1466

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.9	439.0	438.8	0.02
4	88.1	443.0	441.9	0.10
5	91.9	442.0	439.8	0.24
6	90.6	448.0	439.2	1.03
7	90.2	449.0	442.8	0.72
8	88.1	454.0	446.9	0.81
All	89.6	445.8	441.5	0.49

ELA Measure 5 - Growth

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

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.3	50.0
5	35.6	50.0
6	52.0	50.0
7	55.8	50.0
8	54.6	50.0
All	46.2	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady

i-Ready Reading Median Percent Progress to Annual Typical Growth	
Elementary	111%
Middle School	148%

SUMMARY OF THE MS/ES ELA GOAL

The charter school met three of the five English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school’s

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

aggregate PI on the state’s ELA exam calculates to 123 which does meet this year’s Measure of Interim Progress (MIP) of 113 set forth in the state’s ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

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

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 44.6% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 7 and 8 were our high points with 52% and 63% scoring at levels 3 and 4 respectively. Fifth grade performed below our average with 28%.
2. Measure: The school’s aggregate PI on the state’s ELA exam will meet that year’s state MIP
 - The school did meet this measure with an aggregate performance index of 123, exceeding the target measure of interim progress of 113.

3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 45% proficiency compared to the district's 37% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.49 in 2022-23, the most recent data available.
5. Measure: 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 charter school did not meet this measure, having a growth percentile of 46.2.
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100% in elementary and middle school.

ELA ACTION PLAN

- *Implementing new ELA curriculum:* In 2024-25, we are introducing the Fishtank ELA curriculum for Grades 3-8. Fishtank ELA is a standards-aligned curriculum that focuses on ensuring that students have regular practice with complex text and academic language.
- *Expanding use of DIBELS:* We implemented DIBELS for Grades K-2 in the 2023-24 school year. Based on the success of this program, we are expanding DIBELS to Grades K-8 in the 2024-25 school year, which will provide us with actionable data that we can use to support Tier II instruction. We will use both the DIBELS screener and progress monitoring tools to ensure that our students are receiving targeted support to close any reading gaps.
- *Professional development:* We will continue our professional development initiative introduced in 2023-24 to train teachers and coaches in the science of reading using the LETRS program. This will be provided to coaches in Grades 3-8 and new teachers for Grades K-2.
- *Specific and targeted fluency supports:* In the 2024-25 school year, we are focused on building specific and targeted fluency supports into Tier I reading instruction. We are using a multi-syllabic decoding routine and focusing on partner reading to build fluency. These are practices identified by the What Works Clearinghouse as having strong evidence that they will positively impact student literacy.

In addition, we have the following two priorities for 2024-25 across all subjects:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and
- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

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)
2018	2021-22	7	0	0	0
2019	2022-23	14	14	0	0
2020	2023-24	34	30	2	50%

High School ELA Measure 2 - Absolute

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

¹¹ Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

¹² Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	7	0	1	14%
2019	2022-23	14	14	0	0
2020	2023-24	34	30	4	100%

High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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

High School ELA Measure 8 – Growth Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

Not Applicable - The 2020 high school graduation cohort did not take the NYSTP English Language Arts exam in 2020 because it was canceled due to the pandemic.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With exemptions, 100% of the 2020 accountability cohort received credit for the ELA Regents with a performance level 3, 50% did so at PL 4. Our 2020 Cohort students did not take the NYSTP ELA exam as 8th graders because of the pandemic cancellations.

Type	Measure	Outcome
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	No
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.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was partially met in 2023-24. We are still seeing many students who received exemptions for Regents exams during their high school careers. 100 percent of the four-year cohort passed the ELA Regents with a level 3+ and 50 percent with a 4+.

HIGH SCHOOL ELA ACTION PLAN

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- We are offering a one semester ELA Intervention Course for Regents Prep.
- We continue to use the AP for All Curriculum for ELA. Class sizes have been reduced in order to provide more targeted teaching and learning. Our class minutes have been reduced from 50 to 47 minutes.

In addition to the ELA improvements described above, we are implementing the following improvements across the high school program:

- In response to our Regents scores, we are implementing a new Intervention Program for students who need support in meeting with success on their Regents Exams. Students are attending Intervention daily for one semester with the goal of taking the exam again in January. Our goal is that 75% of juniors and 90% of seniors will have met their regents requirement for graduation by January 2025.
- Our Instructional Coaching program is focusing deeply on internalization and being sure that teacher-created exemplars are reaching the level of rigor of the Regents or AP Exam and that teachers have the steps in place to support students in reaching this bar. Coaches are receiving PD and coaching in using rubrics to identify the rigor bar, real-time coaching, and weekly data analysis.
- We are supporting students in improving their GPA by setting individual goals which are tracked bi-weekly. Students are learning to take ownership of their learning and grades as they apply to their post-secondary goals.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in Mathematics.

BACKGROUND

We use Illustrative Math across all grades for our math curriculum. Illustrative Math is a problem-based curriculum that supports our inquiry-based approach and emphasis on conceptual understanding. To measure student progress and proficiency in math, we administer iReady assessments in math three times per year for all grade levels. Students also take curriculum-embedded assessments from Illustrative Math. Finally, as with ELA, students in Grades 3-8 participate in school-created interim assessments twice per year that are designed using previous questions from NYS tests. These interim assessments are designed to prepare students for success on state tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	56	3	3						62
4	58		2						60
5	57	1					1		59
6	56	4	2				3		65
7	61	2	2				1		66
8	0						2	52	54

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

All	288	10	9	0	0	0	7	52	366
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Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	56	21	37.5%	49	20	40.8%
4	58	33	56.9%	47	30	63.8%
5	57	16	28.1%	47	14	29.8%
6	56	33	58.9%	46	26	56.5%
7	61	38	62.3%	54	37	68.5%
8						
All	288	141	49.0%	243	127	52.3%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
288	26.38	30.72	29.86	13.04

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

$$\begin{array}{rclclclcl}
 \text{PI} & = & 30.72 & + & 29.86 & + & 13.04 & = & 74 \\
 & & & & 29.86 & + & 13.04 & = & 43 \\
 & & & & & + & (.5)*13.04 & = & 6 \\
 & & & & & & \text{PI} & = & 131
 \end{array}$$

Math Measure 3 - Comparative

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

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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 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 2023-24		All District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.8%	49	35.8%	260
4	63.8%	47	35.1%	222
5	29.8%	47	35.9%	237
6	56.5%	46	33.3%	246
7	68.5%	54	30.2%	235
8	–	0		
All	52.3%	243	34.1%	1200

Our grade 8 students all took the Algebra 1 course and Regents exam. Of the 49 students who took the Regents, 53% earned credit.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.9	445.0	444.4	0.04
4	88.1	447.0	443.7	0.24
5	91.9	447.0	440.1	0.55
6	90.6	454.0	440.9	1.03
7	90.2	449.0	443.9	0.43
8				
All	89.9	448.4	442.6	0.46

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.8	50.0
5	43.3	50.0
6	55.6	50.0
7	53.5	50.0
8		50.0
All	46.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady

i-Ready Math Median Percent Progress to Annual Typical Growth	
Elementary	88%
Middle School	136%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the five mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 131 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was not above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

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

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. NYS 3-8 math assessment results have not been posted publicly for districts so we are using 2022-23 proficiency rates.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. Overall, 52.3% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 4 and 7 excelled this year with 64% and 69% respectively, scoring at levels 3 and 4. Fifth grade performed below our average with 30%.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
3. The school did meet this measure with an aggregate performance index of 131, exceeding the target measure of interim progress of 115.3.
4. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
 - The charter school did meet this measure with 52% proficient compared to the district's 34% overall in grades 3-7.

5. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.46.
6. Measure: Under the state’s Growth Model, the school’s mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 46.6.
7. The charter school demonstrated academic growth in 2023-24 based on interim assessments.
 - Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100% at 136% in the middle school grades, but 88 percent at the elementary grades.

MATHEMATICS ACTION PLAN

We will continue to focus on implementing Illustrative Math with fidelity in 2024-25, our third year of using the program across the region, to support student growth and achievement in math. We are particularly focused on unit and lesson internalization in order to deepen content knowledge of teachers and improve implementation of Illustrative Math. Across all subjects, we have the following two priorities for 2024-25:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and
- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22	26	23	12	63%
2019	2022-23	30	10	11	55%
2020	2023-24	34	33	0	0

High School Math Measure 2 - Absolute

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

METHOD

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

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)
2018	2021-22	23	19	4	100%
2019	2022-23	20	10	100%	100%
2020	2023-24	34	33	1	100%

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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 meet the mathematics requirement for the college and career readiness standard.

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core

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expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

Not Applicable - The 2020 high school graduation cohort did not take the NYSTP mathematics exam in 2020 because it was canceled due to the pandemic.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2020 accountability cohort received credit for passing a NYS math Regents exam. Because our students do not take the NYS math exam in 8th grade, we have difficulty speaking to the measures regarding students who did not score at 3 or 4 then.

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.	No
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.	Yes
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at	N/A

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	or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2023-24. 100 percent of the four-year cohort passed the math Regents with a level 3+ , but none at PL4+. Based on the district’s 2022-23 math four-year pass rates, our 2020 cohort outperformed those numbers.

HIGH SCHOOL MATH ACTION PLAN

- We are offering AP Statistics for the first time in 2024-25. We are using both teacher created and AP Classroom materials for this class, as well as Starnes & Tabor – The Practice of Statistics textbook.
- We continue to use the AP for All Curriculum for Algebra 1, Geometry, and Algebra 2. We use teacher created and College Board materials for AP Precalculus. Class sizes have been reduced in order to provide more targeted teaching and learning. Our class minutes have been reduced from 50 to 47 minutes.
- We are offering a one semester Algebra 1 Intervention Course for Regents Prep.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

In 2022-23, we introduced Amplify Science for K-7. Amplify Science is a K–8 phenomena science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify is aligned to the Next Generation Science Standards (NGSS) utilizing the three dimensions of science learning: science and engineering practices, cross cutting concepts and disciplinary core ideas.

Students in Grade 8 take a Regents level course, Living Environment/Biology.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	45	6	13.3%

Science Measure 2 - Comparative

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

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

2023-24 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	45	6	13.3%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 13 percent of students in 5th grade achieved proficiency while 47 percent of 8th grade did so. The district science 5 exam results have not been publicly posted at the time of this report.

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

ADDITIONAL CONTEXT AND EVIDENCE

All grade 8 students take Living Environment and the accompanying Regents exam.

Performance on a Regents Science Exam					
Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	54	36	67%
8	2022-23	Living Environment	53	32	60%
8	2023-24	Living Environment	49	23	47%

ACTION PLAN

In 2024-25, we will continue to focus on implementing our science curriculum with fidelity. We are working to develop a “bright spot” at one of the KIPP Capital schools with support from a science coach. We will then expand the strategies that bring success in this pilot to all schools across our region. We are re-evaluating the scope and sequence of the science programming leading to the grade 5 assessment as the scores were lower than our typical grade 4 proficiency levels. This is the first administration of the New York State science assessment in fifth grade.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	26	9	15	94%
2019	2022-23	30	8	22	100%
2020	2023-24	34	32	1	50%

High School Science Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Although most of our students received credit for the science Regents for graduations, only 50% of the students who have a score received a performance level of 3 or higher.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percentage 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.	Unable to Report

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2023-24. The 2020 high school cohort was granted Regents exemptions in 2021 due to the pandemic, so this graduating class still has those in play.

HS SCIENCE ACTION PLAN

- We are adding Earth and Space Science in 2024-25. This will give students that opportunity to have another science elective as well as the ability to take another Regents Exam.
- We are offering a one semester Living Environment Intervention Course for Regents Prep in 2024-25.
- We continue to use the AP for All Curriculum for Science. Class sizes have been reduced in order to provide more targeted teaching and learning. Our class minutes have been reduced from 50 to 47 minutes.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Social Studies Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	26	26	N/A	N/A
2019	2022-23	30	28	2	100%
2020	2023-24	34	0	18	53%

Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	26	26	N/A	N/A
2019	2022-23	30	25	5	100%
2020	2023-24	34	2	21	66%

Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The 2020 cohort scholars earned credit for the social studies through exemptions during the pandemic, but of those that had scores to report we did not have greater than 75% earning a 65 or more. Because our students take many AP courses, they are often able to use an alternate passing grade for graduation requirements. 53 percent achieved the accountability measures in U.S. History and 66 percent did so in Global History.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percentage of students in the high school Total Cohort passing the U.S. History	N/A

	Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was not met in 2023-24. 53 percent of the four-year cohort passed the U.S. History Regents and 66percent passed the Global History Regents.

ACTION PLAN

- We re-introduced AP Seminar in 2024-25. Our teacher participated in the College Board Training over the summer.
- We are offering one semester Global History and US History Intervention Courses for Regents Prep in 2024-25.
- We continue to use the AP for All Curriculum for History. Class sizes have been reduced in order to provide more targeted teaching and learning. Our class minutes have been reduced from 50 to 47 minutes.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Two subgroups designated as (Pre)TSI=Targeted Support & Improvement School (Black and Economically Disadvantaged)