



**Legacy College Preparatory  
Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Summer Schneider

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Summer Schneider, Executive Director, 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)
David Camputo	Board Chair	Governance
Nikki Ho-Shing	Vice Chair	Governance
David Borsack	Secretary	Finance
Lauren Giovannitti	Trustee	Governance
Jared Parker	Treasurer; Finance Committee Chair	Finance
John Sanchez	Fund Development Committee Chair	Fund Development
Tyrone Washington	Trustee	Finance
Michael Rakiter	Trustee	Finance
Ryan Brand	Trustee	Governance
Porsche Cox	Trustee	Academic Achievement
Tracy Kelley	Trustee	Academic Achievement
Amy Abraham	Trustee	Academic Achievement

**Christian Toledo has served as the Middle School Principal from March 2021 until present. Derrick Nesbitt served as the High School Principal from July 2023 until July 2024.**

## SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a charter school serving students in grades 6<sup>th</sup> – 12<sup>th</sup> in the 2023-2024 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels – achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

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

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

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

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

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

In addition to the emphasis on literacy and mathematics, Legacy College Prep prepares scholars for the larger world as well as for the changing demands of society and the economy. Scholars take physical education each year of middle school and earn two credits in high school to develop healthy nutritional and exercise habits. Scholars take computer science in middle school and high school to gain exposure to and proficiency in computer skills that will help them be competitive for many of the jobs that will be available to them in the future. As the school has grown, so have the elective opportunities for scholars. At the high school level scholars have an opportunity to take business courses, psychology courses, public speaking courses, creative writing courses, to name a few. The

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

## 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	0	0	0	0	0	0	115	113	132	134	135	0	0	629
2022-23	0	0	0	0	0	0	71	123	112	134	121	108	0	669
2023-24	0	0	0	0	0	0	85	93	115	128	132	103	102	758

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	106	4	102

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	98	3	101

## Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A
2023-24	2019-20	2019	N/A	N/A	N/A

**Legacy College Prep had its first graduating class in the 2023-2024 school year.**

## PROMOTION POLICY

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

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

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

- To be promoted from 9<sup>th</sup> to 10<sup>th</sup> grade:
  - Scholars must have earned 4.0 credits.
- To be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade:

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Summer School: Scholars earning a failing grade of less than 70% in a class are required to attend and pass Summer School. Summer School takes place over 15 days during July. During this time, scholars review the subject area(s) in which they struggled and receive targeted interventions.

Summer School is one final opportunity for scholars to indicate mastery of a subject/course. Expectations for passing Summer School are rigorous. If a scholar required to attend Summer School fails to enroll in Summer School, that scholars will be retake the courses the upcoming school year and potentially be off track for graduation.

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

### High School Graduation Requirement

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
<b>Total</b>	<b>22</b>	<b>29</b>

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Legacy College Prep offers five different diploma options:

## **Legacy College Prep Advanced Regents Diploma**

- 29 credits with scores of 65 or higher on 9 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of 3 years of a foreign language
- Completion of Senior Capstone Project
- Completed 45 hours of community service

## **Legacy College Prep Regents Diploma**

- 29 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of 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
- Completion of 3 years of a foreign language
- 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
- Completed 45 hours of community service

## **Local Diploma**

- 22 credits with scores of 55 or higher on 5 NYS Regents exams. *Only selected scholars with Individualized Education Plans approved by the school leader are eligible for the Local Diploma.*
- Completed 45 hours of community service

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 1: HIGH SCHOOL GRADUATION

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

### Graduation Goal Measure 1 - Leading Indicator

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

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

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	132	95%
2023	128	96%

### 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	133	68%
2021	2022-23	107	61%
2022	2023-24	132	48%

### 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.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A
2020	2023-24	101	98	97%

## 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	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A
2019	2023-24	N/A	N/A	N/A

**Legacy College Prep had its first graduating class in the 2023-2024 school year.**

### Graduation Goal Measure 5 - Comparative Measure

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

## Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	N/A	N/A	N/A	1,657	74%
2019	2022-23	N/A	N/A	N/A	1,651	71%
2020	2023-24	102	100	98%	N/A	N/A

### 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.

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> 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.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

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

**Legacy College Prep did not have any scholars graduate using alternative graduation pathways.**

## Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2023-2024 school year, Legacy College Prep had its first graduating class of seniors. The school exceeded the graduation goals in three of the four categories it was eligible for. The school did not have any scholars graduate using alternative pathways and was not eligible for a fifth-year graduation goal due to the fact that no scholars were in their fifth year of high school last school year.

This year both cohorts again exceeded the first goal by having 95% of cohort 2022 and 96% of cohort 2023 on track for graduation. This meets the first accountability measure with more than 75% of our cohorts on track for graduation and is an improvement from the prior year where the percentage of scholars on track was in the high eighties.

Unfortunately, the school did not meet the second accountability measure focused on the percentage of scholars passing three or more Regents Exams. The 2023 cohort has only 48% of scholars on track having earned three passing scores, which is shy of the target goal of 75%.

Part of the reason for this goal not being met is the timing for when some of our scholars take the Regents exams. Many of our scholars do not take the English Regents exam until after junior year. This exam has one of the highest pass rates for the school. Also, many of our scholars use the US History Exam as the fifth exam for the Regents Diploma, and they take this exam at the end of their junior year.

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<sup>3</sup> 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The 2021 cohort had 91% of scholars passing three or more Regents Exams heading into their senior year and 53% of seniors have passed all five Regents Exams needed for the Regents Diploma.

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

The school had 97% of scholars from the 2020 cohort graduate in four years from its first graduating class, exceeding the goal of 75% and the district average of 71%.

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.	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.	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.	N/A

### EVALUATION OF THE GRADUATION GOAL

In the 2023-2024 school year, Legacy College Prep had its first graduating class of scholars. The school exceeded the four-year graduation goal of 75%, by having 97% of scholars in the 2020 cohort receive their high school diploma. Only two scholars did not graduate from that cohort. This percentage also exceeded the local school district, where consistently around 71%-74% of scholars graduate in four years. The school met both the absolute and comparative targets for the graduation goal. The school was not eligible for the other two graduation goals.

All scholars in their second year of high school took two English, one Science, one Math, one Social Studies course, and a College Seminar elective. In addition to those courses, scholars took semester or year-long electives including Physical Education, Health, Computer Science, Creative Writing, Spanish or another elective. Scholars had an opportunity to earn up to 8 course credits. The cohort size was

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

132 scholars and 95% of scholars met the goal of earning at least ten credits by the end of their second year.

All scholars in their first year of high school took two English, one Science, one Math, one Social Studies, and a College Seminar elective. In addition to these courses, scholars took semester or year-long electives including Physical Education, Spanish, Creative Writing, Computer Science, or another elective. Scholars had an opportunity to earn up to 8 course credits. The cohort size was 128 scholars and 96% of scholars met the goal of earning at least five credits in their first year.

The school met the target of having more than 75 percent of scholars in their first or second year earn five or ten credits by the end of the year.

The school did not meet the second target of having 75 percent of scholars pass at least three Regents exams by the end of their second year of high school. The 2022 cohort had 132 scholars and 48% of those scholars had passed at least three Regents Exams, including exemptions, by the end of the 2023-2024 school year. This number falls short of our target of 75% by 27 percentage points. This is a decrease from the prior school year where 61% of scholars in their second year had passed three or more Regents Exams.

A couple of things attributed to this result. Many of the scholars in the 2020 and 2021 cohorts received exemptions or special appeals for the math and science courses they took in the 9<sup>th</sup> and 10<sup>th</sup> grades. The scholars in the 2022 cohort only received special appeals for the courses they took in 2022 and 2023, which were mainly Living Environment and Algebra I. None of our scholars received exemptions for English or Global History, because these are considered to be courses that are assessed in the 10<sup>th</sup> or 11<sup>th</sup> grade.

Also, only a small portion of the 2022 cohort sat for the English Regents because the majority of scholars take the English Regents in the 11<sup>th</sup> grade. This exam typically has one of the highest pass rates, therefore the scholars who have not passed three exams after their second year will still be on track for the Regents Exams. From the 2021 cohort 90% of scholars had passed at least three or more Regents Exams by the end of their third year. The majority of scholars in the 2022 cohort have only had access to take 4 Regents courses at this point, so we anticipate more scholars to be on track at the end of their third year of high school.

Another contributor to this gap is the fact that scholars who fail the course do not sit for the Regents exams. This means that if a scholar has below a 70% in a Regents course, they will need to retake the class and then sit for the Regents. Therefore, a portion of the 2022 cohort has not had the opportunity to sit for enough Regents exams to have earned 3 passing scores. We expect this number to rise in future years by taking the steps outlined in our Action Plan.

## 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, additional Regents exam prep support for scholars, and programs designed for tier III intervention support.

### **Curriculum**

This upcoming school year we have continued to offer honors level and non-honors level sections of Algebra I, Chemistry, and Geometry. The honors level courses will follow the traditional curriculum and finish the course in a single year. The non-honors level courses will follow a modified curriculum plan to ensure that scholars are able to access the content, but at a slower pace. In addition, the Earth Science course is being offered to scholars this year. This course generally has higher pass rates than Chemistry and Physics, and we believe our scholars might be more successful in the course. Finally, our school leadership team has adopted a new teacher development method that provides teachers with applicable planning support in weekly meetings to ensure that lesson execution is strong in all Regents courses.

### **Data Analysis**

This school year there is a great focus on analyzing data from internal interim assessments and in between interim assessments. Our Deans of Curriculum and Instruction (DCI) revised our quarterly data analysis to ensure a strategic approach to planning reteaches and prioritizing gaps in scholar thinking. The approach includes an emphasis on looking at scholar work to determine the gaps and misconceptions, then utilizing discourse and error analysis to reteach concepts that were not mastered the first time in class. In between the quarterly exams, the DCIs are working with teachers to create strong unit assessments that we can use to track standards mastery throughout the year. Data Meetings will occur a couple of times a month where teachers and their DCIs can analyze scholar work and create plans to adjust instruction to ensure mastery. The priority will be to adequately prepare scholars for the Regents exams and to intervene throughout the school year when scholars are not mastering the content.

### **Mandatory Regents Prep Courses**

To support scholars who have passed a Regents course, but failed the Regents exam, the school is going to offer a tiered approach to help prepare scholars for the Regents Exams in January and again in June. Scholars who have not passed a Regents course will take a prep course during the school day to help prepare them for the upcoming exam. Scholars take the course for two months, reviewing skills from the course they took prior and studying to take the upcoming Regents exam. The courses are taught by teachers who specialize in the Regents exam subject areas. This will help our scholars stay on track for earning the Regents Diploma by providing targeted support to scholars struggling with specific subjects.

The school looks forward to seeing the success of this action plan throughout the 2024-2025 school year.

## GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

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

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

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, utilizing an outside test prep provider to provide SAT tutoring during the school day. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselor helps scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars collect letters of recommendation for their college applications.

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

In addition to the support that the school provides internally, scholars are also given unique opportunities to take college courses while in high school. Legacy College Prep partners with the Syracuse University Project Advance (SUPA) program to offer five college courses as electives. These courses are taught by Legacy College Prep teachers who are certified through Syracuse University. The school started the program in 2023-2024 with only two courses, has expanded to five courses in 2024-2025 and plans to expand this program and offer seven courses in the 2025-2026 school year.

Scholars also have the opportunity to take college courses at Hostos Community College as a part of the College Now program. This semester there are 41 scholars taking these community college courses from the junior and senior cohorts. Scholars are taking courses such as, but not limited to, Introduction to Business, General Psychology, Introduction to Community Health, Public Speaking, The African American Experience. The purpose of these partnerships is to provide opportunities for scholars to take college level courses in high school so that they are better prepared for college.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exams	44	19	19%
College Level Course	32	28	28%
SAT	100	21	21%
Advance Regents Diploma	100	7	7%
Overall	100	47	47%

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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 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
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A
2020	2023-24	98	86	88%

## SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2023-2024 school year, the school did not meet the first absolute measure but had a strong start in the first year that this goal was measured.

The school met the fourth measure for matriculation with 88% of scholars matriculating to a 2 or 4 year college program after high school.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Yes

### EVALUATION OF THE COLLEGE PREPARATION GOAL

In the 2023-2024 school year, Legacy College Prep had its first graduating class and first group of scholars matriculate to colleges and universities across the country. In terms of college preparation, the school did not exceed the first target, however, it was a strong start for the new school.

The school was able to offer four of indicators for college preparation to the first graduating class. 47% of graduating scholars achieved at least one of the indicators, which was shy of the 75% goal. The school ensured that there were opportunities for scholars to prepare for college by offering the Advanced Regents Diploma, nine Advanced Placement courses, and two different partnerships with colleges where scholars could earn college credit before graduation.

With the offerings in place, the next step is to ensure that there is access across the entire scholar population to these courses and college preparation options. The school is also focused on expanding the options in future years so that more scholars have this opportunity before graduation.

In terms of college matriculation, the school saw 88% of scholars matriculate to colleges and universities after high school graduation. This data was collected by the school's Alumni Coordinator who is closely working with the graduating class of 2024 to ensure that scholars have support after they leave high school.

### ACTION PLAN

In the 2024-2025 school year, Legacy College Prep is taking several steps to ensure that the school shows improvement in achieving the college preparation goals. The school would like to provide every graduating senior with access to taking a college level course in high school to provide scholars with access to a rigorous course and to ensure that they have college credits when they graduate high school.

This year the school expanded the Syracuse University Project Advance (SUPA) program from two courses to five courses. This year the school is offering Presentational Speaking and Personal Finance to provide this opportunity to a wider variety of scholars. The school plans to expand the program even further in future years by offering seven courses in the 2025-2026 school year.

Internally, the school is focused on improving scholar GPAs so that more scholars have access to the College Now Program at Hostos Community College. The school looks to grow the number of scholars enrolled in this program by 20 scholars in future years. The school is also providing more supports to these scholars and in constant contact with Hostos to ensure that the scholars in the classes are succeeding.

Finally, the school is exploring offering the CLEP exam this school year to scholars who might be interested in earning college credit through that pathway.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This year 150 scholars from the junior and senior cohorts are enrolled in either a SUPA course or the College Now program. We feel confident that this year 75% of the graduating seniors will have achieved one of the college preparation benchmarks.

### GOAL 3: ENGLISH LANGUAGE ARTS

Scholars will be proficient in English Language Arts

#### BACKGROUND

Legacy College Prep Middle School offers scholars an English Language Arts program that includes a combination of writing and reading instruction in a 100-minute period, four to five times a week. The curriculum is based around novel study, where five to six novels are selected for the scope and sequence each grade. Scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature, including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.

The course backwards-plans from the CCSS for 6<sup>th</sup>-8<sup>th</sup> grade ELA. The classes focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion scholars compare and contrast different genres of literature related to how they are written and the experience of reading them; specifically, poems, dramas, short stories, and novels. The nonfiction portion of the course focuses on scholars' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language scholars learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals.

The courses aim for scholars to acquire and use grade appropriate vocabulary. Therefore, scholars learn to determine unfamiliar word meanings through prefixes, suffixes, and root words, using context clues to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school purchased the Reading Reconsidered curriculum for the 2023-2024 school year. Here are some sample anchor texts from the classes: *Number the Stars*; *The Narrative of Frederick Douglass*; *One Crazy Summer*; *Chains*; *Night*; *The Giver*; *The Curious Incident of the Dog in the Night*; *Roll of Thunder, Hear My Cry*; *The House on Mango Street*, *Raisin in the Sun*; *Animal Farm*; *Of Mice and Men*; *Romeo and Juliet*, and *The Outsiders*.

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

The teachers use the Reading Reconsidered curriculum and adapt the resources to meet the needs of the scholars in their classes. Each year, scholars are assessed using internal trimester interim exams aligned to the New York State exams and the NWEA MAP Language Arts assessment.

Legacy College Prep High School served scholars in 9<sup>th</sup> - 12<sup>th</sup> grades this year. The 9<sup>th</sup> grade scholars took English I and Composition I. The 10<sup>th</sup> graders took Honors English or English II and either Composition II or AP Psychology. The English I and English II courses aim to build upon previously developed skills from 6<sup>th</sup>-8<sup>th</sup> grades analyzing various nonfiction and fiction texts. In these courses, students read a variety of nonfiction and fiction texts. The courses backwards-map from the CCSS for 9<sup>th</sup>-10<sup>th</sup> grade English Language Arts Standards. An emphasis is placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise. The courses require scholars to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically, with literary nonfiction texts scholars recognize false statements and determine faulty reasoning within a text and analyze U.S. seminal documents that address similar themes and concepts. Select 10<sup>th</sup> grade scholars are placed in an Honors English course that was designed to prepare scholars to take the AP English Literature course in 11<sup>th</sup> grade and to sit for the English Regents Exam at the end of 10<sup>th</sup> grade. The Honors course requires scholars to read more advanced texts than the traditional English II course.

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Once scholars enter the 12<sup>th</sup> grade, they enroll in either English IV or AP English Language and Composition. English IV aims to build upon previously developed skills from 6<sup>th</sup>-11<sup>th</sup> grades analyzing various nonfiction and fiction texts. In this course, students will 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 will backwards-map from the CCSS for 11-12<sup>th</sup> grade English Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. Specifically, with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century documents to analyze themes and purposes.

Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6<sup>th</sup>-11<sup>th</sup> grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically hyperbole and paradox. Sample Anchor Texts from English Language Arts IV: *Jane Eyre* (Charlotte Bronte), "Ode on a Grecian Urn" (John Keats), *Walden* (Henry David Thoreau), *The Things They Carried* (Tim O'Brien), *Hamlet* (William Shakespeare), *Death of a Salesman* (Arthur Miller), *The Catcher in the Rye* (J.D. Salinger), *Things Fall Apart* (Chinua Achebe), *Othello* (William Shakespeare), *Who's Afraid of Virginia Woolf* (Edward Albee). AP English Language and Composition is a college level course that aims to help students become skilled readers and writers. The course will require students to analyze nonfiction texts for their persuasive strategies and develop argumentative writing with analysis based on evidence. Students will be asked to write narratives, expository essays, and argumentative essays for a variety of topics and based on various readings from throughout the year. Students will also be taught to write through several stages with multiple drafts and revisions. The revising will focus on students using a wide variety of vocabulary, a variety of sentence structures, a logical organization of thoughts and events, a balance of generalization and specific details, and an

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

effective use of rhetoric. The course will have a strong focus on students developing their skills in writing research papers which will benefit their writing at the college level. At the end of the year students will sit for the AP English Language Exam and, depending on their score, earn college credit for the course. Suggested texts for the course are: *On Self Respect* (Joan Didion), “Whistleblowing and Professional Responsibility” (Sissela Bok), “Future Schlock” (Neil Postman), “Assorted Speeches” (Spiro Agnew), “Gettysburg Address” (Abraham Lincoln), *Shooting an Elephant* (George Orwell), *Killing Me Softly* (Julia Keller).

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

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	77	7	N/A	1	N/A	N/A	N/A	85
7	86	4	N/A	3	N/A	N/A	N/A	93
8	111	2	N/A	2	N/A	N/A	N/A	115
All	274	13	N/A	6	N/A	N/A	N/A	293

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>4</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	77	22	29%	N/A	N/A	N/A
7	86	40	47%	59	29	50%
8	111	64	58%	97	61	63%

<sup>4</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

All	274	125	46%	156	90	58%
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## 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 Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>5</sup>

### English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
274	66	82	94	32

$$\begin{array}{rclclclcl}
 \text{PI} & = & 30\% & + & 34\% & + & 12\% & = & 76\% \\
 & & & & 34\% & + & 12\% & = & 46\% \\
 & & & & & + & (.5)*12\% & = & 6\% \\
 & & & & & & \text{PI} & = & 128\%
 \end{array}$$

## 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.<sup>6</sup>

**2022-2023 district assessment data was used to compare since the 2023-2024 results had not been released.**

<sup>5</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

<sup>6</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	28%	931
7	50%	59	32%	977
8	63%	97	44%	1,074
All	58%	156	32%	5,925

### 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.

## 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	96%	442.0	438.2	0.43
7	93%	454.0	442.3	1.36
8	90%	444.0	446.6	-0.29
All	93%	447.6	443.0	0.54

### 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.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.<sup>7</sup>

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
6	52.5	50.0
7	52.9	50.0
8	49.1	50.0
All	51.4	50.0

## ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP**

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

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	244	46	No

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	95	47	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	46	48	47	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>8</sup>	2+ students	75%	177	59%	No

The table on the previous page represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. The school met one of the four measures this year.

For Measure 1, the scholars median growth percentile was 46, falling below the target by 4 percentile points. This was an area of improvement from the previous school year where the school fell below the target by 9 percentile points last year. The second table below breaks down the median growth percentile by grade. Our 7<sup>th</sup> and 8<sup>th</sup> grade scholars performed stronger than the the 6<sup>th</sup> grade scholars, achieving higher rates of growth. This was a change from last year where our 6<sup>th</sup> grade scholars performed at higher levels. This year the incoming 6<sup>th</sup> grade class was further behind in terms of grade level performance than the prior two cohorts. The school plans to focus on utilizing strategies to motivate scholars on the MAP exam and to focus on preparation that is aligned to the MAP assessment in the upcoming school year. Teachers will also be taking an individualized approach to supporting scholars based on their incoming percentile.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 47, falling below the target of 55. The results in this area fell below the target but increased by 10 percentile points from the prior year. The school looks to continue to build on this improvement in the 2024-2025 school year.

For Measure 3, the median growth percentile for our students with disabilities was 47, one point above our target of 46. This shows that our scholars with disabilities exceeded the growth of our general education population, and this was the first time that the school has achieved this result.

<sup>8</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

One major contributor to the improvement in growth was a focus on consistency in the ICT ELA classrooms. The school made significant efforts last year to ensure there were no vacancies in the English department and implemented in a new curriculum that provided more supports to our scholars with disabilities.

For Measure 4, 59% 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 16 points, but were an improvement by about 20 percentile points from the prior school year. When scholars enter our school in 6<sup>th</sup> grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8<sup>th</sup> grade all scholars are on grade level heading into 9<sup>th</sup> grade, however, it is challenging to achieve this result in only one year. We were able to restart our intervention program last year, with new materials and preparation that mimicked the standard prior to the pandemic. This was part of the action plan for the school last year to revamp the curriculum for intervention to ensure that this period of time helped scholars grow.

### End of Year Performance on 2023-24 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	Number Tested	Percent Proficient	Number Tested
6	45%	67	N/A	N/A
7	64%	74	63%	55
8	55%	103	55%	92
All	55%	244	59%	147

### End of Year Growth on 2023-24 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	34	67
7	52	74
8	47	103
All	46	244

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## SUMMARY OF THE ELA GOAL

In the 2023-2024 school year, Legacy College Prep met four of the five measures in the ELA accountability goal using external state assessment results.

In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 58% of scholars performing proficient or advanced which was an increase from the prior school year. The results were strongest for the 8<sup>th</sup> grade class with 63% proficient and advanced. The school is utilizing what worked with that grade level to support improvements to the 6<sup>th</sup> and 7<sup>th</sup> grade programs.

The school met the second absolute measure, with a PI of 128, exceeding the goal of 113. The school saw a higher number of scholars perform at levels 2, 3, and 4 than in previous school years.

In terms of the comparative measures, the school met both measures. The percentage of scholars in at least their second year performing proficient or advanced exceeded the local school district. The school's percent proficient or advanced was 20 percentage points higher than the local school district in both 7<sup>th</sup> and 8<sup>th</sup> grades. A

For the other comparative measure, the school exceeded the predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above on the 2022-2023 school year exams. The school had an effect size of 0.54, surpassing the goal.

Finally, the school exceeded the growth goal by having an unadjusted mean growth percentile higher than 50, at 51.4.

For the internal exam results, the school met one of the four measures this year, which showed an improvement from the prior year. A focus continues to be on returning to some of the strategies that were used in prior years to continue to improve NWEA MAP growth results.

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Yes
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### EVALUATION OF ELA GOAL

In our second year of operation, the 2018-2019 school year, 39% of scholars performed at proficient or advanced levels on the State English Language Arts Exam. In 2021-2022, on average 49% of scholars performed at proficient or advanced level across all three middle school grades. Last year, on average 51% of scholars performed at proficient or advanced level across all three middle school grades, and this year 46% of scholars performed proficient or advanced. The school has shown steady and consistent progress toward higher achievement on the ELA State Exam.

At the start of the 2023-2024 school year, two-thirds of our scholars were performing two or more grade levels behind, according to the NWEA fall diagnostic assessment. Scholars continued to suffer from learning loss caused by the pandemic. The 6<sup>th</sup> grade level in particular consisted of scholars who were on grade levels far lower than what we had seen in any 6<sup>th</sup> grade class in previous years. The 7<sup>th</sup> and 8<sup>th</sup> grade classes had achieved strong results in the prior year, so the focus was on continuing to build on that success.

Across all three grades, a consistent lesson planning format and curriculum was implemented for all of our English Language Arts (ELA) classrooms. This lesson plan format was a part of the Reading Reconsidered curriculum that was purchased for the entire school. The lessons 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.

Our greatest success was with our 8<sup>th</sup> grade scholars where we saw 58% of scholars score proficient and advanced. These results built on the success from the previous year with this cohort of scholars. The results from 7<sup>th</sup> grade were strong with 47% performing proficient and advanced, given the fact that so many of the scholars were more than two grade levels behind when they started Legacy College Prep in the fall.

Our 6<sup>th</sup> grade results are the area that was most concerning due to the low percentage of scholars on grade level. At the start of the year, only 9% of scholars were on grade level according to the i-Ready assessment. The results showed significant improvement for this group of scholars, but was not enough to ensure that a majority could score proficient or advanced after just one year at Legacy College Prep.

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

## ELA ACTION PLAN

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

### **Intervention**

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

### **Curriculum**

In order to ensure that higher percentages of scholars are performing proficient or advanced, the school adopted a new curriculum that was created by the individuals who introduced Teach Like a Champion to the educational world. The Reading Reconsidered curriculum is similar to the curriculum the school had in the past, in that the units were focused on whole novels for the whole class. This year the curriculum has been modified to include more multiple-choice practice to ensure that scholars are being assessed in similar ways to how the New York State exam will assess them. Having strong lesson plans allows the teachers to focus on prepping for lesson execution and will make the lessons stronger and more rigorous.

### **Data Analysis**

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

### **Special Population Supports**

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways. Scholars will

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

also receive more pull-out support for ENL instruction. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT.

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.

Percent Scoring at Least Level 4 on Regents English 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)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	N/A	33	32%

### 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.

### 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)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	N/A	72	71%

### 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

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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 7 - Growth

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

#### 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.

**Scholars in the 2020 cohort did not take the 8<sup>th</sup> grade English Language Arts exam due to the COVID-19 pandemic.**

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

### High School ELA Measure 8 - Growth

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

#### 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.

**Scholars in the 2020 cohort did not take the 8<sup>th</sup> grade English Language Arts exam due to the COVID-19 pandemic.**

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

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

In the 2023-2024 school year, the school was only measured in two categories for the English Language Arts Goal. The school unfortunately did not meet the two absolute measures this school year. The school was not eligible for the two growth measures because scholars in the 2020 cohort did not take the 8<sup>th</sup> grade English Language Arts exam due to the COVID-19 pandemic.

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.	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.	No
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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

In the 2023-2024 school year, the school was only measured in two categories for the English Language Arts Goal. The school unfortunately did not meet the absolute measures this school year.

For the first measure, the school fell short of the goal of 65% of scholars achieving a level 4 on the English Regents Exam with only 32% of scholars achieving this score.

For the second measure, the school fell short of the goal of 80% of scholars achieving a level 3 on the English Regents Exam with only 71% of scholars achieving this score.

The special appeals that scholars were granted for the Regents exams played a role in these results because scholars could graduate if they obtained a score of a 50% or above in 2022 or 2023. Many of the scholars in the 2020 cohort took advantage of the special appeal and therefore did not need a 65% in order to graduate. We expect the percentages to improve in the next year once this special appeal is no longer available to scholars.

### ACTION PLAN

Based on the results of the New York State English Regents exam, our school has made several changes to address areas of growth. The changes involve curriculum improvements and strategic Regents Prep.

The school also believes that the scores will rise due to the fact that the special appeals are no longer being granted to scholars who score a 50% or higher on the English Regents Exam. The fact that scholars need a 65% or higher in order to graduate should improve results.

The school has adjusted the curriculum at the junior and senior levels to help scholars who have not passed the Regents exam by ensuring there is targeted practice built into the class itself.

Also, the school is building intensive Regents Prep courses into the school day to ensure that scholars are receiving extra support right before the January and June Regents administrations. The top instructors are being selected to teach these courses to ensure that scholars pass the exams and exceed at higher levels than in the previous year.

## GOAL 4: MATHEMATICS

Students will be proficient in mathematics.

### BACKGROUND

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

In 6<sup>th</sup> grade Math scholars learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-plans from the CCSS 6<sup>th</sup> Grade Math standards. More specifically, the class includes the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.

In 7<sup>th</sup> grade math, scholars learn content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres.

Finally, in 8<sup>th</sup> grade math, scholars learn content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.



# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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
6	77	22	29%	N/A	N/A	N/A
7	91	44	48%	60	32	53%
8	114	49	43%	98	48	49%
All	282	115	41%	158	80	51%

### 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
282	77	90	83	32

$$\begin{array}{rclclclcl}
 \text{PI} & = & 32\% & + & 30\% & + & 11\% & = & 73\% \\
 & & & & 30\% & + & 11\% & = & 43\% \\
 & & & & & + & (.5)*11\% & = & 5.5\% \\
 & & & & & & \text{PI} & = & 121.5\%
 \end{array}$$

### 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.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.

**The 2022-2023 district results were used to compare because the 2023-2024 results had not been released at the time of submission.**

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	29%	935
7	53%	60	31%	981
8	49%	98	33%	1,076
All	51%	158	31%	5,937

## 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	
6	96%	450.0	439.4	0.84
7	93%	454.0	443.1	0.91

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	90%	446.0	438.5	0.46
All	93%	450.1	440.6	0.73

### 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.

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
6	64.6	50.0
7	54.6	50.0
8	52.0	50.0
All	56.0	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

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

### 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 one out of the four measures.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	246	53	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	132	54	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	53	49	47	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>9</sup>	2+ students	75%	179	69%	No

For Measure 1, our scholars median growth percentile was 53, exceeding our target by 3 percentile points. The second table below breaks down the median growth percentile by grade. There was growth across all three grades, however, the 7<sup>th</sup> and 8<sup>th</sup> grade classes showed the highest growth. This year the 6<sup>th</sup> grade class came in performing further behind than in any prior year the school has been open and we believe this to have contributed to lower growth across the grade.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 54, missing the target by 1 percent. The results in this area are attributed to our teacher's ability to prioritize specific concepts and scholars. Teachers also utilized the intervention program to remediate skills for scholars who were off track. The math teachers also continued to adapt their scope and sequence to prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a consistently higher level of mastery on the most critical standards for each grade level.

<sup>9</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

For Measure 3, the median growth percentile for our students with disabilities was 47, falling below the target percentile by 6 percentile points. Last school year, the school had a larger gap between growth for general education and scholars with disabilities, so this was an area of improvement from the prior year. One of the greatest challenges this year was vacancies in some of the ICT math classes. A lack of consistency in instruction created lower growth achievement. The classes who had a consistent instructor had much higher growth rates. The school has made a commitment this year and formulated a strategy to reduce vacancies this year that involved frequent staff feedback and a more rigorous hiring process.

For Measure 4, 69% 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 6 percent, which was an improvement from the prior year when the results missed the target by 18 percentage points. When scholars enter our school in 6<sup>th</sup> grade, the average percentile on the NWEA MAP fall diagnostic is around 30. This means that the average scholar is performing close to 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8<sup>th</sup> grade all scholars are on grade level heading into 9<sup>th</sup> grade, however, it is challenging to achieve this result in only one year.

The school spent time over the summer revamping the curriculum and training teachers to support scholars with various problem-solving strategies for math to ensure that the academic program is more successful in the 2024-2025 school year.

### End of Year Performance on 2023-24 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	Number Tested	Percent Proficient	Number Tested
6	61%	67	N/A	N/A
7	64%	74	69%	55
8	70%	105	69%	94
All	65%	246	69%	149

### End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	49	67
7	53	74
8	55	105
All	53	246

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### SUMMARY OF THE MATHEMATICS GOAL

In the 2023-2024 school year, the school met four of the five measures for the mathematics goal.

In terms of the absolute measures, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year the school had 51% of scholars performing proficient or advanced which was an increase from the prior school year. The results were strongest for the 7<sup>th</sup> grade class with 53% proficient and advanced. The school is utilizing what worked with that grade level to support improvements to the 8<sup>th</sup> grade program. At the 8<sup>th</sup> grade level, two of the cohorts took the Algebra I Regents course instead of 8<sup>th</sup> grade math, which could attribute to lower results. Scholars did not receive direct instruction on all 8<sup>th</sup> grade math standards which could attribute to lower proficiency results at that grade level.

The school did meet the second absolute measure with a PI of 121.5%, exceeding the goal of 115.3.

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

For the other comparative measure, the school exceeded the predicted level of performance on the state Mathematics exam by an effect size of 0.3 or above on the 2022-2023 school year exams. The school had an effect size of 0.73, surpassing the goal.

Finally, the school exceeded the growth goal by having an unadjusted mean growth percentile of 56, greater than the target of 50.

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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### EVALUATION OF THE MATHEMATICS GOAL

In our second year of operation, the 2018-2019 school year, 41% of scholars performed at proficient or advanced levels on the New York State Mathematics Exam. In 2021-2022, on average only 23% of scholars performed at proficient or advanced level across all three middle school grades. In 2022-2023, the school improved to seeing 46% of scholars perform at a proficient or advanced level and last year that number climbed to 51%. This shows that the school has consistently made progress since the pandemic at improving scholar results on the mathematics exams.

At the start of the 2023-2024 school year, more than half of scholars were performing two or more grade levels behind, according to the i-Ready fall diagnostic assessment. Scholars continued to suffer from learning loss due to the COVID-19 pandemic. The school's focus continued to be on supporting the scholars to fill gaps in knowledge and help them get back on track for the next grade level.

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

Many of the scholars still struggle with basic math skills that are required in order to successfully master the content taught in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math. However, the school made significant strides in improving results this year. The greatest success was with the 7<sup>th</sup> grade scholars where 48% of scholars scored proficient and advanced, building on the success from the prior year when this cohort also had the highest proficiency results. The 6<sup>th</sup> grade results were not as strong as prior years, but this incoming class came in performing at lower levels than previous cohorts of scholars. The 8<sup>th</sup> grade results were also an area of concern, but one that can be mostly attributed to a lack of preparation since two of the cohorts did not receive direct instruction on all 8<sup>th</sup> grade math standards. The focus for the 8<sup>th</sup> grade cohort this year is on ensuring that the scholars who are taking the Algebra I Regents course are adequately prepared and given access to the 8<sup>th</sup> grade math curriculum. Many of the scholars opt to take the Regents Exam for Algebra and the New York State Mathematics assessment. This requires the teacher to prepare scholars for both, even though the content for each course is different. This upcoming school year, the Algebra teacher will continue to work on incorporating the standards from 8<sup>th</sup> grade math into the Intervention block to support scholar mastery of not only Algebra skills but also the 8<sup>th</sup> Grade Math Common Core standards.

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

## MATHEMATICS ACTION PLAN

Based on the results of the 2023-2024 New York State Mathematics Exam and the NWEA MAP assessment, the school has made several changes to help improve the overall success that involve intervention, curriculum shifts, data analysis, and special populations.

### **Curriculum**

The school made some changes to the curriculum and to the lesson planning requirements for teachers. The Instructional Leader for the Math Department developed a consistent Unit Plan structure and created model units for teachers to follow to start the year. The units have a focus on spiral review and a consistent problem-solving plan for scholars to use when attacking various types of problems throughout all units. The curriculum continues to be modified to include a separate scope and sequence for ICT and non-ICT courses. The goal is to prioritize mastery of the major clusters for each grade level for our scholars with disabilities and scholars who start the year performing two or more grade levels below. The narrowed focus aligns to teaching the major clusters for each grade level, and only covering some of the supporting clusters and additional clusters.

### **Data Analysis**

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

### **Special Populations**

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways.

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

Throughout the 2024-2025 school year, the school looks forward to seeing strong improvement as result of these action plan steps

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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

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	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	102	7	N/A

**All scholars in the 2020 cohort received an exemption for a Regents Mathematics Exam.**

### 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)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	102	99	N/A

**All scholars in the 2020 cohort received an exemption for a Regents Mathematics Exam.**

### 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 7 - Growth

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

#### 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.

**Scholars in the 2020 cohort did not take the 8<sup>th</sup> grade Mathematics exam due to the COVID-19 pandemic.**

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

### High School Math Measure 8 - Growth

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

#### METHOD

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

**Scholars in the 2020 cohort did not take the 8<sup>th</sup> grade Mathematics exam due to the COVID-19 pandemic.**

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2023-2024 school year, Legacy College Prep met both absolute measures for the mathematics goal. The school was not eligible for the two growth measures because scholars in the 2020 cohort did not take their 8<sup>th</sup> grade state exams due to the COVID-19 pandemic.

The school was able to meet the absolute measures because all scholars in the 2020 cohort received an exemption on a Regents Mathematics Exam.

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.	Yes
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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

## 2023-24 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 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
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### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2023-2024 school year the school met the two absolute measures and was not eligible for any of the other measures.

All scholars in the 2020 cohort received an exemption on a mathematics Regents Exam so it is difficult to determine overall success on this goal. Many scholars attempted to take a second or third Regents Exam, however, all scholars had at least one exemption, if not two due to the COVID-19 pandemic.

The school was also not eligible for the growth goals due to the fact that the 2020 cohort of scholars did not take 8<sup>th</sup> grade math state exams due to the pandemic.

The school does believe that results will be strong in future years on this goal because of the focus on Regents Exam prep and high pass rates on the Algebra I exam.

### ACTION PLAN

In the 2024-2025 school year, Legacy College Prep will focus on ensuring that all scholars have passed the Algebra I Regents Exam. While many scholars take this course in 8<sup>th</sup> grade, about two-third of incoming 9<sup>th</sup> graders are enrolled in the Algebra I class their first year with the school.

To ensure high pass rates in this class, the curriculum is designed to focus on major standards and to use spiral review to ensure that scholars have mastered the major content from the course and that they review the skills on a consistent basis. Data analysis is also crucial to ensuring that scholars pass the exam, and the teachers keep an updated tracker of skills mastery for the entire year to monitor how scholars are doing across the entire curriculum.

Finally, the school has a strategic plan to support scholars who are no longer in the Algebra I class but still need to pass the Regents Exam. These scholars are enrolled in an intensive Regents Prep course right before the January and June exam administrations to ensure that scholars get extra practice with the skills and content during the school day, prior to the exam.

## GOAL 5: SCIENCE

Students will be proficient in science.

### BACKGROUND

At Legacy College Prep Middle School, scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. In 8<sup>th</sup> grade, two cohorts of scholars take the Living Environment Regents course. The courses include the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment;

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes.

All courses backwards plan using the Next Generation Science Standards. Teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of scholars based on their prior knowledge upon entering our school.

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

At the high school, scholars are able to take Living Environment or Earth Science in 9<sup>th</sup> grade, Chemistry, Forensic Science, or Physics in 10<sup>th</sup> grade, Chemistry, Physics, AP Chemistry, or Forensic Science in 11<sup>th</sup> grade, and Earth Science, AP Biology, Forensic Science, Physics, or the Syracuse University Project Advance (SUPA) Physics and Forensic Science courses in 12<sup>th</sup> grade. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, the school created different sections of some science classes to provide scholars with more support and more time to prepare for the New York State Regents assessments. For example, at the 10<sup>th</sup> grade level, there are two Honors level sections of Chemistry and two non-honors levels sections. The Honors level course will complete the entire curriculum in one year and the non-Honors course will require scholars to take the course over two years before sitting for the Regents exam. The goal is to ensure that all scholars can pass at least one if not two science Regents Exams by the time that they graduate from high school.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 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 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	96	37	39%
All	96	37	39%

### Science Measure 2 - Comparative

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

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

2023-24 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	96	37	39%	1,078	206	29%
All	96	37	39%	1,078	206	29%

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2023-2024 school year, only one absolute goal was able to be measured using external state assessment results. In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars, in at least their second year at Legacy College Prep, perform at proficiency or above.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 39% proficient which is consistent with prior year's results.

At the time of the report the district results were not available to compare and evaluate so 2022-2023 results were used to compare. The school exceeded the district average by 10%, meeting the comparative measure for the science goal.

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.	Yes

### EVALUATION OF THE SCIENCE GOAL

This year, on average only 39% of scholars who are in at least their second year at Legacy College Prep, performed proficient or advanced on the Science Exam. This result fell short of our goal by a significant amount and can attribute this to one major factor.

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

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

The school did exceed the district performance and met the comparative measure for this goal. The school looks to continue to replicate this in future years.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL CONTEXT AND EVIDENCE

During the 2023-2024 school year, about half of the 8<sup>th</sup> grade scholars took the Regents Living Environment course instead of 8<sup>th</sup> Grade Science. The scholars who took the Living Environment course were all scholars who were performing on or above grade level in math.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	69	38	55%
8	2022-23	Living Environment	57	24	42%
8	2023-24	Living Environment	65	47	72%

In June, 65 scholars took the exam and 72% of scholars passed with a 65% or higher. This was an increase from the prior year where 42% of scholars passed the exam.

In the upcoming school year the school has a goal of at least 80% of scholars passing the Regents exam with a 65% or higher. The school made some curriculum adjustments and provided scholars with more opportunities for lab hours to help our scholars succeed in the course.

## ACTION PLAN

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

### Curriculum

The school made some changes to the curriculum to ensure that scholars are retaining the information from prior school years and building on the information they learn unit after unit. The curriculum has been modified to include a straightforward approach to teaching the content across three grades. In previous years, the curriculum has not connected well from grade to grade, and the new changes allow teachers to build a foundation in 6<sup>th</sup> grade that our 7<sup>th</sup> and 8<sup>th</sup> grade teacher can build upon. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. This year there is also a science instructional lead who is supporting the science teachers and leading department meetings.

The instructor for the course is also making a concerted effort to ensure that scholars in the Regents course are also prepared for the 8<sup>th</sup> grade science exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### **Data Analysis**

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

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

Throughout the 2024-2025 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments and internal trimester exams to prepare scholars for the 8<sup>th</sup> grade Science Exam.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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, Earth Science, Chemistry, and Physics exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

**All scholars in the 2020 cohort received an exemption on a Science Regents Exam due to the COVID-19 pandemic.**

### 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	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	102	50	N/A

### High School Science Measure 2 - Comparative

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

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

In the 2023-2024 school year, Legacy College Prep met the absolute measures for the science goal. The school was able to meet the absolute measure because all scholars in the 2020 cohort received an exemption on a Regents Science Exam.

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.	Yes

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
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### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

In the 2023-2024 school year the school met the absolute measure and was not required to report on the comparative measure.

All scholars in the 2020 cohort received an exemption on a science Regents Exam so it is difficult to determine overall success on this goal. Many scholars attempted to take a second or third science Regents Exam, however, all scholars had at least one exemption, if not two due to the COVID-19 pandemic.

The school does believe that results will be strong in future years on this goal because of the focus on Regents Exam prep and high pass rates on the Living Environment exam.

### ACTION PLAN

In the 2024-2025 school year, Legacy College Prep will focus on ensuring that all scholars have passed the Living Environment Regents Exams. While many scholars take this course in 8<sup>th</sup> grade, about two-third of incoming 9<sup>th</sup> graders are enrolled in the Living Environment class their first year with the school.

To ensure high pass rates in this class, the curriculum is designed to focus on major standards and to use spiral review to ensure that scholars have mastered the major content from the course and that they review the content on a consistent basis.

Finally, the school has a strategic plan to support scholars who are no longer in the Living Environment class but still need to pass the Regents Exam. These scholars are enrolled in an intensive Regents Prep course right before the January and June exam administrations to ensure that scholars get extra practice with the skills and content during the school day, prior to the exam.

## GOAL 6: SOCIAL STUDIES

Scholars will be proficient in Social Studies.

### BACKGROUND

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

### Social Studies Measure 1 - Absolute

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

### 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	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	N/A	71	70%

### Social Studies Measure 2 - Comparative

Each year, the percent of 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

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.

## 2023-24 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)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	102	N/A	76	75%

#### 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

In the 2023-2024 school year, the school was only measured in two absolute categories for the Social Studies Goal. The school unfortunately did not meet the absolute measure this school year for the U.S. History Regents Exam, however, the results were only 5% shy of meeting the target. The school did meet the target of 75% on the Global History and Geography Regents Exam.

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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
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## EVALUATION OF THE SOCIAL STUDIES GOAL

In the 2023-2024 school year, the school was only measured in two categories for the Social Studies Goal. The school met one absolute measure for Global History and Geography, and came close to meeting the U.S. History measure but fell short by 5 percentage points.

The special appeals that scholars were granted for the Regents exams played a role in these results because scholars could graduate if they obtained a score of a 50% or above in 2022 or 2023. Many of the scholars in the 2020 cohort took advantage of the special appeal and therefore did not need a 65% on either social studies exam in order to graduate. We expect the percentages to improve in the next year once this special appeal is no longer available to all scholars.

## ACTION PLAN

Based on the results of the New York State English Regents exam, the school has made several changes to address areas of growth. The changes involve curriculum improvements and strategic Regents Prep.

The school also believes that the scores will rise due to the fact that the special appeals are no longer being granted to scholars who score a 50% or higher on the Regents Exams. The fact that scholars need a 65% or higher in order to graduate should improve results.

The school has adjusted the curriculum at the sophomore and junior levels to help scholars who have not passed the Regents exam by ensuring there is targeted practice built into the class itself to prepare scholars for the exams.

Also, the school is building intensive Regents Prep courses into the school day to ensure that scholars are receiving extra support right before the January and June Regents administrations. The top instructors are being selected to teach these courses to ensure that scholars pass the exams and exceed at higher levels than in the previous year.

## 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	Met
2022-23	Met
2023-24	Met

## ADDITIONAL CONTEXT AND EVIDENCE

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

