

## INSTRUCTIONS / NOTES FOR 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Schools that do not yet enroll students in state testing grades are still required to complete an APPR. In the absence of state test results, schools may report results from internally developed assessments, nationally norm-referenced tests, and/or any other evaluation method under each goal area. Schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
2. The deadline for submission of the APPR is September 16, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
3. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
4. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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INTRODUCTION	1
ELEMENTARY/MIDDLE GOALS	5
ESSA GOAL	8

***The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.***

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**Truxton Academy Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

Sept 15, 2024

By Scott Anderson

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Scott Anderson prepared this 2023-24 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Stuart Young	President	Operation
Lucinda Denkenberger	Member	Finance
Korinne L'Hommedieu	Treasurer	Finance
Krysta Austen	Member	Operations
Tom Brown	Member	Academic, Operation
Jeff Perry	Member	Academic

Scott Anderson has served as the school leader since 01/06/2024.

## SCHOOL OVERVIEW

Truxton Academy Charter School will cultivate an enthusiasm for learning through a project based curriculum that celebrates our rural life, environmental stewardship, and our agricultural heritage. Using real-world, student-centered learning we will plant a foundation for future academic success.

Truxton Academy Charter School opened in the fall of 2019. Currently, the school, located in the Homer School District, serves students in grade K-6.. The school’s key design elements are project based learning, Rural Life Skills, and Agricultural Heritage and History.

## ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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	21	22	20	18	19									100
2022-23	18	19	21	18	15	17								108
2023-24	20	18	16	14	10	8	6							92

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

**GOAL: STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.**

This year we adopted the CKLA reading curriculum school-wide. Students were instructed in ELA by their homeroom teacher. The teachers received professional development in the fall by CKLA Amplify. Mid-year, we adopted the iReady online reading software.

### METHOD

Students were assessed using the MClass (DIBELS), NWEA MAP Test, iReady Diagnostic Assessment, New York State Test

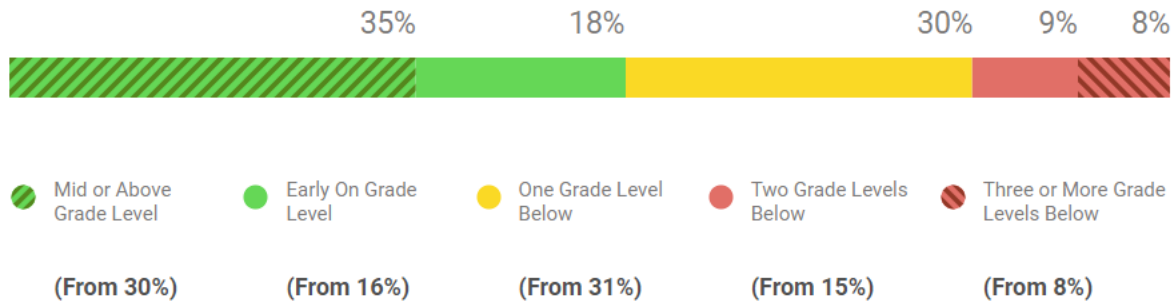
### RESULTS AND EVALUATION

Mid-year results were not satisfactory. Many students were not making adequate progress, and there was inconsistency in how the assessments were implemented. Due to the lack of progress

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and results, Truxton Academy shifted to the iReady diagnostic assessment to give more detailed and actionable data, that could be consistently collected across grade levels. At the time of this report, state test results are not available.

## Current Placement Distribution



These results reflect growth from February to June. We had a 6% increase in students performing on grade level, 2% early on grade level, 1% decrease in students one grade level below and a 6% decrease of students two grade levels below. While this growth was encouraging, it was insufficient to move the majority of students towards grade level performance.

The New York State Assessment results were as follows.

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2024 Participation				2024 Performance									
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5l)/g)*100 (n)
*All Students	32	30	2	93.75%	27	26	26	26	15	8	2	1	55.77	55.77

10% of Truxton students grades 3-8 scored proficient on the ELA test. This is down from 12% in 2023.

## ADDITIONAL CONTEXT AND EVIDENCE

As this was the first year using this the iReady diagnostic, we do not have year to year comparisons.

Additionally, the school had a change in school and academic leadership in October. This led to inconsistent intervention and implementation of curriculum.

## ACTION PLAN

The data collection at Truxton has been inconsistent and not aligned with instruction. This has led to limited growth.

Beginning next year, Truxton will adopt the iReady Magnetic Reading program, the iReady online tutoring program and the iReady diagnostic reading assessment. This program alignment is both

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rigorous and aligned with state standards. This alignment will build consistency and provide actionable data.

We will also implement the Fountas and Pinnell reading assessment for students who are scoring below grade level to provide more detailed data for reading intervention. F&P will be used to progress monitor students every 4 weeks.

In addition, Truxton Academy will implement a one-hour small group intervention and acceleration block to our daily schedule. All students will receive small group instruction each day regardless of reading level. This will provide targeted instruction designed to push all students forward.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

#### STUDENTS WILL DEMONSTRATE COMPETENCY IN THEIR UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

##### BACKGROUND

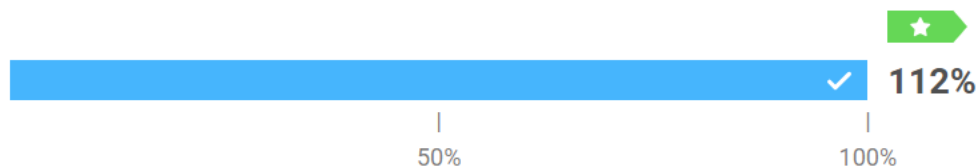
Truxton Academy adopted the iReady math curriculum for the 2023-24 school year. The curriculum consists of instruction aligned to New York State standards as well as a online diagnostic assessment a tutoring program. The program, was taught by the homeroom teacher, with he exception of 5<sup>th</sup> and 6<sup>th</sup> grade which was taught by an auxiliary teacher. All teachers received professional development from in the fall and winter from the iReady trainers.

##### METHOD

Students were assessed using the iReady diagnostic assess, the NWEA MAP assessment and the New York State test. The NWEA MAP assessment was not consistently administered, and the data therefore was not useful. The New York State assessment data is not available at the time of this report.

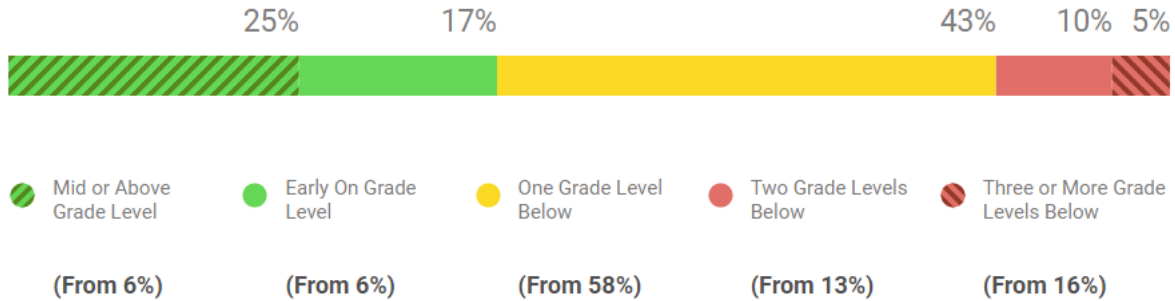
##### RESULTS AND EVALUATION

Progress to Annual Typical Growth (Median)



# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Current Placement Distribution



The implementation of the iReady Math curriculum was done consistently and in alignment with the iReady online tutoring program. The results showed median progress towards typical growth exceeded expectations. Students also made growth towards grade level proficiency. There was an increase of 19% of students performing on grade level, 11% early on grade level, a decrease of 15% of student performing one level below grade level, 3% decrease of students two grade levels below and 11% decrease in students three grade levels below.

The New York State Assessment results were as follows.

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2024 Participation				2024 Performance									
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5l)/g)*100 (n)
*All Students	32	28	4	87.50%	27	26	25	26	9	7	8	1	98.08	102.00

The 32% of Truxton students tested proficient in math in 2024. In 2023 31% of students tested proficient.

## ADDITIONAL CONTEXT AND EVIDENCE

As this was the first year using this the iReady diagnostic, we do not have year to year comparisons. Additionally, the school had a change in school and academic leadership in October. This led to inconsistent intervention and implementation of curriculum.

## ACTION PLAN

Next year we will continue using the iReady math program.

In addition, Truxton Academy will implement a one-hour small group intervention and acceleration block to our daily schedule. All students will receive small group instruction each day regardless of math level. This will provide targeted instruction designed to push all students forward.

## GOAL 3: SCIENCE

### Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE AS EVIDENCED BY THE NY STATE SCIENCE EXAM.

Instruction based on STEM guides and resources utilizes locally available skills and expertise as well as college and state resources. Teachers are trained in techniques to encourage students to ask questions and use critical and creative thinking to solve real-world problems. Learning tasks provide rigorous standards for meaningful implementation of the integration of knowledge acquired in these areas. TACS incorporates the NYS Common Core Mathematics Standards and the Next Generation Science Standards as endorsed by the National Science Teachers Association (NSTA).

### METHOD

The school did not assess science in a consistent way across grade levels. The primary form of assessment was teacher created assessments and the New York State Test for 5<sup>th</sup> grade.

### RESULTS AND EVALUATION

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2024 Performance									
	Continuously Enrolled Tested & Not Tested (a)	95% of Continuously Enrolled Tested & Not Tested (b)	Continuously Enrolled & Tested (c)	Greater of b and c (d)	Level 1 (e)	Level 2 (f)	Level 3 (g)	Level 4 (h)	Estimated Weighted Average Index $((f+2g+2.5h)/d)*100$ (i)	Estimated Core Subject Index $((f+2g+2.5h)/c)*100$ (j)
*All Students	5	5	5	5	2	2	1	0	80.00	80.00

20% of students tested proficient in science in 2024.

### ADDITIONAL CONTEXT AND EVIDENCE

Again, lack of school leadership impacted the implementation of academic planning and curriculum.

### ACTION PLAN

Next year Truxton Academy will be implementing a rubric based evaluation system to measure student achievement, as well as formal assessments of each unit. This data will be collected quarterly and used to evaluate student achievement and the effectiveness of instruction.

## GOAL 4: ESSA

### Goal 4: ESSA

NA

### Goal 4: Absolute Measure

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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