

**TRUE NORTH TROY PREPARATORY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
September 15, 2014

By Mark Muscatiello and Jon Thatcher, Directors of Operations

Troy Prep
2 Polk Street
Troy, NY 12182
Phone: 518-445-3100
Fax: 518-445-3101

Mark Muscatiello and Jon Thatcher, Directors of Operations, prepared this 2013-14 Accountability Plan Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Jeff Buell	Chair
Rev. Eric Shaw	Trustee
Barb McCandless	Trustee
Doug Lemov	Trustee
Josh Phillips	Trustee
Rachel Ucellini	Trustee
Robert Bellafiore	Trustee

**Paul Powell has served as the instructional leader of the Middle School program since 2009.
Katie Yezzi has served as the instructional leader of the Elementary School program since 2011.**

INTRODUCTION

The mission of True North Troy Preparatory Charter School (“Troy Prep”) is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Troy Prep students will demonstrate excellence in reading, writing, math, science and history, while consistently exemplifying the virtues of diligence, integrity, compassion, responsibility, respect and perseverance.

In 2013-14, the school served 386 students in grades K-2 and 5-8. Troy Prep is open to all students in the surrounding communities. Troy Prep’s student population consists of approximately 70% African American, 13% Hispanic, and 17% Caucasian students. Approximately Ninety-three percent of Troy Prep students qualify for free or reduced price lunch. Students from Troy, Lansingburgh, Albany, Averill Park, Cohoes, Green Island, North Colonie, Schenectady, South Colonie, Rensselaer, Watervliet, and Waterford-Halfmoon school districts attend Troy Prep.

Troy Prep teachers and administrators believe that every child will succeed through hard work and excellent behavior. Troy Prep offers an extended school day and extended school year (190 days). Academic tutoring is offered throughout the school year for students who require it or families who request it. Students receive double blocks of language arts and math daily.

At Troy Prep our students work hard and are committed to a strict code of conduct. Students wear school uniforms and conduct themselves with dignity and honor at all times. Parents are expected to support this rigorous code of conduct. Discipline is serious and caring. Students and staff regularly meet as a community to reinforce their commitment to the school’s culture of hard work and discipline.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11						54	53							107
2011-12	59					66	46	43						214
2012-13	60	60				64	57	40	39					320
2013-14	62	63	60			60	59	48	34					386

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will achieve mastery of English language arts.

Background

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for reading and writing and divided the year units, each culminating in a formal assessment. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

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

Troy Prep's elementary school ELA program emphasizes both strong reading and strong writing. The reading program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K-2) there are 3 literacy blocks of 45 minutes each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the 3 literacy blocks.

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	58	1		1	60
6	59				59
7	48				48
8	34				34
All	199				199

Results

199 students enrolled in Troy Prep took the 2013-2014 New York State ELA exam. The majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated, 28% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-2014 New York State English Language Arts exam. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	10%	58	0%	4
6	17%	59	24%	41
7	19%	48	18%	45
8	50%	34	50%	34
All	21%	199	28%	124

Evaluation

199 students enrolled in Troy Prep took the 2013-2014 New York State ELA exam. The majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated, 28% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-2014 New York State English Language Arts exam. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

Additional Evidence

Troy Prep did fall short of meeting the first Absolute measure of its accountability plan. The school had 28% of students score proficient or advanced, or 47 percentage points below the stated goal. Each individual grade fell below the 75% measure, with the difference ranging from 75 percentage points for 5th graders in their 2nd year, to 25 percentage points for Troy Prep’s 8th grade.

Before and during the 2013-2014 school year, Troy Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Reading and Writing. In 2012-2013, test scores decreased dramatically for every school in the state. Like all other schools in the state and the region, Troy Prep saw a dramatic decline in its test scores. Because of the improvements made in Troy Prep’s curriculum and assessment program, Troy Prep does not feel that the decline in scores reflects a deficiency in the Troy Prep program. Rather, the decrease is reflective of a significant change in the New York State Test.

While we believe that the Troy Prep ELA program improved in 2013-2014, school leaders acknowledge that there is much work to be done in the area of ELA performance.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	50%	6	0%	3	0%	4
6	73%	37	20%	45	24%	41
7	98%	43	23%	39	18%	45
8	-	-	38%	39	50%	34
All	80%	93	26%	126	28%	124

As displayed in the chart above, Troy Prep students performed well in ELA prior to the shift of the Common Core Curriculum. Troy Prep met its first Absolute Accountability Plan measure in ELA in every year before the switch.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

The PLI at Troy Prep for the 2013-2014 school year was 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
199	32	47	17	4

$$\begin{array}{rcccccccc} \text{PI} & = & 47 & + & 17 & + & 4 & = & 68 \\ & & & & 17 & + & 4 & = & \underline{21} \\ & & & & & & \text{PLI} & = & 89 \end{array}$$

Evaluation

Troy Prep matched the Annual Measurable Objective of 89. Troy Prep achieved a PI of 89, and the Annual Measurable Objective PI target was 89.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Troy Prep students in at least their second year outscored the Troy City School District by 13 percentage points (26% versus 33%) on the 2013 grade 5-8 English Language Arts exams.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	4	14%	276
6	24%	41	12%	238
7	18%	45	17%	297
8	50%	34	18%	288
All	28%	124	<u>16%</u>	1099

*Based on most recent data available

Evaluation

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2013-2014 school year. Troy Prep students in at least their second year outscored the Troy City School District by 13 percentage points (28% versus 15% overall). By 8th Grade, Troy Prep students outscored Troy City School District by 32 percentage points (50% versus 18%).

Additional Evidence

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been operational. In 2013-2014, Troy Prep had only four 5th grade students enrolled in their second year, which we do not believe to be statistically significant.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	17%	31%	0%	15%	0%	14%
6	49%	33%	20%	10%	24%	12%
7	56%	36%	23%	12%	18%	17%
8			38%	14%	50%	18%
All	50%	33%	26%	13%	28%	<u>15%</u>

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In the 2012-13 school year, the Comparative Performance Analysis showed that Troy Prep performed "Higher than expected to a large degree." Troy Prep's overall effect size was 0.96, far exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in grades 6, 7 and 8. In 5th grade, Troy Prep did not exceed the 0.3 effect size.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	92.2	64	11.0	16.9	- 5.9	-0.50
6	94.7	56	19.7	10.7	9.0	1.04
7	100.0	40	25.0	11.0	14.0	1.41
8	97.5	39	38.5	11.7	26.8	2.77
All	95.5	199	21.7	13.0	8.7	0.96

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Troy Prep’s aggregate Effect Size exceeded the required 0.3. We are particularly pleased with Troy Prep’s performance on this measure as it takes into account Troy Prep’s high enrollment of students who are economically disadvantaged.

The Free and Reduced Price Lunch rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

Additional Evidence

Troy Prep has exceeded a 0.3 effect size in every year that the school has been operational.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-6	96%	106	53.0	28.8	1.58
2011-12	K, 5-7	86%	153	33.8	12.0	0.82
2012-13	K-1, 5-8	95.5%	199	21.7	13.0	0.96

Goal 1: Growth Measure⁵
 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 state’s unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Troy Prep’s mean unadjusted growth percentile in English language arts for all tested students was above the state’s unadjusted median growth percentile for all grades.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	60.24	50.0
6	62.24	50.0
7	58.57	50.0
8	63.92	50.0
All	61.3	50.0

Evaluation

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 5th grade exceeded the state median by 10.24%, 6th grade exceeded the median by 12.24%, 7th grade exceeded the median by 8.57% and 8th grade exceeded the media by 13.92%.

Elementary School Results

Troy Prep Elementary School opened in 2011-12. In the 2013-14 school year, Troy Prep enrolled students in Kindergarten, 1st grade, and 2nd grade. The tables below show Terra Nova results for Troy Prep’s 2013-14 Grade 1 and Grade 2 classes, the majority of which have been enrolled in the school since kindergarten.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12, 2012-13, and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

As explained above, the Terra Nova test that Troy Prep administered in the spring of 2013 was a different version than the Terra Nova test that Troy Prep administered previously. This new version was more rigorous than the one we administered in the past.

Results

Cohort Growth on Cohort Growth on Terra Nova Reading Test from Spring 2013 to Spring 2014

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2012-13	Target	2013-14	
1		86%		75%	NO
2		81%		83%	NO
3					
All		84%		79%	NO

Evaluation

Troy Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we administered in the past. As a result, comparisons with previous administrations of the Terra Nova Test are not valid. Troy Prep reports the results of the spring 2013 and 2014 assessments above.

Additional Evidence

N/A

Summary of the English Language Arts Goal

Troy Prep achieved 4 of the 5 measures in its Accountability Plan. Troy Prep did not achieve the Absolute Accountability Plan Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state’s unadjusted median growth percentile.	Achieved

Action Plan

Troy Prep is taking several actions to improve ELA performance for its students. Beginning in the 2013-14 school year, Troy Prep will implement a curriculum new ELA curriculum based on Uncommon Schools best practices. The school will combine its Reading and Writing instruction into a daily two-hour ELA block. In addition, Troy Prep will partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Troy Prep expects that these changes will positively affect students’ performance on the New York State exam.

Troy Prep’s ELA curriculum includes several methods and strategies designed to improve our students’ academic performance. In most cases students entering Troy Prep have a history of scoring below the state’s ELA assessment standards while at their former schools. We intend to improve our students’ academic performance and expect all our students will meet or exceed the state’s standards.

We start by conducting school wide fluency assessments and comprehensive screening early in the year to identify which students need additional diagnostic review. This includes DIBELS testing for all students, Discovery Assessment benchmarking and internal interval testing which continues throughout the year to measure students’ progress towards end of year proficiency goals and allows for continual remediation in both small and large group settings. In addition, all

fifth and sixth grade students participate in Troy Prep's Book Club program to provide additional reading opportunities. Additionally, our science and social studies curricula are fully integrated with our literacy program.

Three times throughout the year we conduct interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Our reading intervention program is available to all students, regardless if they have an IEP.
- Saturday School where students and faculty meet for specific instruction in areas of deficiency.
- Our teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- ELA intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., "exit tickets").
- Qualitative Reading Inventory (QRI), an individually administered, informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully.
- Dynamic Indicators of Basic Early Literary Skills (DIBELS) to monitor the progress of students receiving intervention services as well as all students' progress in reading fluency.
- Fluency improvement program (Read Naturally) which features weekly recording and monitoring of fluency assessments on the computer.
- A special education coordinator to synchronize and lead our intervention services.
- A "Reading Specialist" position that enables us to reach twice as many at-risk students who, although they do not have IEPs are considered seriously at risk in terms of their reading proficiency.

MATHEMATICS

Goal 2: Mathematics

Students will achieve mastery of skills in Mathematics.

Background

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2013-14 school year, Troy Prep began continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

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

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

In the elementary school, there is one 55 minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives. In the afternoon students are provided with an additional 15 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary.

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

Additionally, our team met every Friday to review the past week's progress and to finalize preparations for the next week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	58	1		1	60
6	59				59
7	48				48
8	34				34
All	199				201

Results

199 of the 201 students enrolled in Troy Prep took the 2013-14 New York State Math exams. The large majority of Troy Prep’s 5th grade class was in its first year at Troy Prep. Most students enrolled in 6th through 8th grade had attended the school for more than one year. As indicated below, 40% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2013-14 New York State grades 5-8 math exams. Troy Prep did not meet the requirement that 75% of students enrolled in the school score at or above proficiency, overall or in any grade.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	31%	58	25%	4
6	75%	59	78%	41
7	58%	48	58%	45
8	88%	34	88%	34
All	60%	199	72%	124

Evaluation

Troy Prep did fell short of meeting the first Absolute measure of its accountability plan by just 3 percentage points. The school had 72% of students in at least their second year score proficient or advanced. We are pleased to report that both 6th and 8th grade eclipsed the Absolute measure.

Additional Evidence

Troy Prep students have performed well in mathematics in past years. Troy Prep has met its first Absolute Accountability Plan measure in mathematics in every year before the switch to the Common Core. In 2012-13, Troy Prep fell short of meeting is first Absolute Accountability Plan measure in Math. The school had 40% of students enrolled in at least their second year performing at or above proficiency, 35 percentage points below the 75% goal. This year, Troy Prep closed this gap to just 3 percentage points

Troy Prep is pleased with the dramatic improvement in test scores from 2012-2013. Before and during the 2013-14 school year, Troy Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Troy Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards. Troy Prep’s instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in Math.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	100%	6	0%	3	25%	4
6	100%	44	38%	46	78%	41
7	100%	43	13%	39	58%	45
8			74%	39	88%	34
All	100%	86	40%	126	72%	124

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Evaluation

The PLI at Troy Prep for the 2013-2014 school year was 149, which far exceeded the 2103-2014 AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11	28.6	33.6	26.6

$$\begin{array}{rcccccc}
 \text{PI} & = & 28.6 & + & 33.6 & + & 26.6 & = & 88.88 \\
 & & & & 33.6 & + & 26.6 & = & \underline{60.2}
 \end{array}$$

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Troy Prep achieved the Annual Measurable Objective of 86. Troy Prep achieved a PI of 149. 28.6% of students scored at Level 2, 33.6% of students scored at Level 3 and 26.6% of students scored at level 4.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 60 percentage points on the 2013-2014 grade 5-8 Mathematics exams.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	25%	4	14%	278
6	78%	41	14%	236
7	58%	45	12%	295
8	88%	34	9%	292
All	72%	124	12%	1101

⁹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

Troy Prep exceeded the measure of comparative district proficiency in Math during the 2013-14 school year. Troy Prep students in at least their second year outscored the Troy City School District by a full 60 percentage points (72% versus 12% overall).

Additional Evidence

Troy Prep students in at least their second year of enrollment have outperformed the Troy City School District in every year that Troy Prep has been operational. In 2011-12, the Troy Prep 5th graders enrolled in their second year at the school totaled 5, a number that we do not believe is statistically significant. In 2012-13, there were 3 Troy Prep students enrolled in their second year.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	83%	40%	0%	10%	25%	14%
6	93%	33%	38%	12%	78%	14%
7	100%	48%	13%	12%	58%	12%
8			74%	15%	88%	9%
All	96%	40%	<u>40%</u>	12%	72%	<u>12%</u>

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

¹⁰ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The difference between the schools’ 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 small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In the 2012-13 school year, the Comparative Performance Analysis showed that Troy Prep performed “Higher than expected to a large degree.” Troy Prep’s overall effect size was 1.37, far exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in grades 6-8.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	92.2	64	11.0	17.4	- 6.4	-0.44
6	94.7	56	41.1	14.4	26.7	1.93
7	100.0	40	15.0	9.2	5.8	0.47
8	97.5	39	74.4	11.4	63.0	4.45
All	95.5	199	32.7	13.7	19.0	1.37

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Troy Prep’s aggregate Effect Size exceeded the required 0.3. The predicted percent of students achieving a score of 3 or 4 was 13.7%, but 32.7% of Troy Prep students met that standard. We are particularly pleased with Troy Prep’s performance on this measure as it takes into account Troy Prep’s high enrollment of students who are economically disadvantaged.

The Free and Reduced Price Lunch rate is the best indicator of poverty levels found in schools. Research illustrates a negative correlation between the FRPL rate at a school and student assessment results.

Additional Evidence

Troy Prep met the second Comparative Performance measure of its Accountability Plan in every year that data has been available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-6	96%	107	87.1	41.5	2.64
2011-12	5-7	86%	153	85.6	47.3	1.80
2012-13	5-8	95.5%	199	32.7	13.7	1.32

Goal 2: Growth Measure¹¹

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 state’s unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹²

Results

Troy Prep’s mean unadjusted growth percentile in English language arts for all tested students was above the state’s unadjusted median growth percentile for all grades.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	75.39	50.0

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

6	83.04	50.0
7	49.73	50.0
8	62.05	50.0
All	69.20	50.0

Evaluation

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 5th grade exceeded the state median by 10.24%, 6th grade exceeded the median by 12.24%, 7th grade exceeded the median by 8.57% and 8th grade exceeded the media by 13.92%.

Elementary School Results

Troy Prep Elementary School opened in 2011-12. In the 2013-14 school year, Troy Prep enrolled students in Kindergarten, 1st grade, and 2nd grade. The tables below show Terra Nova results for Troy Prep's 2013-14 Grade 1 and Grade 2 classes. The majority of these students have been enrolled at Troy Prep since Kindergarten. Troy Prep administered a different version of the Terra Nova test in the spring of 2013 than had been administered previously.

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12, 2012-13, and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

As explained above, the Terra Nova test that Troy Prep administered in the spring of 2013 was a different version than the Terra Nova test that Troy Prep administered in the spring of 2012. This new version was more rigorous than the one we have administered in the past.

Results

Cohort Growth on Cohort Growth on Terra Nova Mathematics Test from Spring 2013 to Spring 2014

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2012-13	Target	2013-14	
1		98.5%		89.5%	NO
2		97.5%		90.3%	NO
3					
All		98%		89.9%	NO

Evaluation

Troy Prep administered a different version of the Terra Nova test for the first time in the spring of 2013. This new version was more rigorous than the one we have administered in the past.

Additional Evidence

N/A

Summary of the Mathematics Goal

Troy Prep achieved all mathematics goals measured.

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.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

Action Plan

Troy Prep continues to work to improve math performance for its students. Last year, Troy Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Troy Prep has partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Troy Prep expects that these changes will positively continue to impact students' performance on the New York State exam.

Troy Prep's math curriculum includes several methods and strategies designed to improve our students' academic performance. In many cases students entering Troy Prep have a history of scoring below the state's math assessment standards while at their former schools. We intend to improve our students' academic performance and expect all our students will meet or exceed the state's standards.

For every incoming student we conduct comprehensive screening prior to their arrival on the first day of school to identify which students need additional diagnostic review. We receive diagnostic information on returning students during the first round of school-wide interval testing in the early fall each year. This includes Discovery Assessment benchmarking and internal interval testing which continues throughout the year to measure students' progress towards end of the year proficiency goals and allows for continual remediation in both small and large group settings.

To improve their performance, all our students receive a full two hour block of mathematics instruction daily. Additionally, our math curriculum is fully integrated with our curricula throughout Troy Prep.

Throughout the year Troy Prep conducts interval testing to assess what areas of improvement our students require and what lessons and/or concepts should be re-taught. Results are provided to our teachers immediately and action plans are created for each concept that requires additional instruction. Intervention plans are also made for individual students based on these testing results.

For students who need specific intervention Troy Prep offers the following:

- A daily enrichment period at the conclusion of each day to assist students who are struggling with key concepts taught in their classes.
- Teachers are each required to provide at least two hours of additional tutoring weekly to our students.
- Mathematics intervention groups are established based on interval testing, in class observations and short written assessments conducted at the conclusion of each lesson (i.e., "exit tickets").
- Specific resource room instruction is provided by our special education coordinator for students who require additional teaching in mathematics.
- A special education coordinator to synchronize and lead our intervention services

SCIENCE

Goal 3: Science:

Students will demonstrate mastery of skill and knowledge in Science.

Background

The Science curriculum at Troy Prep has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. During the 2013-14 school year, Troy Prep students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth, sixth, seventh and eighth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Goal 3: Absolute Measure

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

Method

This measure is not applicable. All Troy Prep 8th Grade students were administered the New York State Living Environment Regents in lieu of the New York State science examination.

Goal 3: Comparative Measure

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

Method

This measure is not applicable. All Troy Prep 8th Grade students were administered the New York State Living Environment Regents in lieu of the New York State science examination.

Goal 3: Optional Measure Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination

Method

The school administered the New York State Living Environment Regents Examination to all 8th grade in June of 2014. The school had an external party score the exam. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to receive the passing grade of 65% on the exam.

Results

88% of Troy Prep students earned at least the passing grade of 65 on the June 2014 Living Environment Regents Exam. Every student in Troy Prep’s 8th grade class had been enrolled in the school for 2 or more years. Troy prep exceeded the requirement that 75% of students enrolled in their second year achieve pass the Living Environment Regents Exam.

Percent of Students who Earned a Passing Grade	
Charter School Students In At Least 2 nd Year	
Percent	Number Tested
88%	34

Evaluation

Troy Prep exceeded the measure by 13%.

Summary of the Science Goal

Troy Prep has achieved its goal that at least 75 percent all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination

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.	N/A
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 local school district.	N/A
Regents	Each year, 75 percent of all tested students enrolled in at least their second year will receive a passing grade on the Living Environment Regents Examination	Achieved

Action Plan

While Troy Prep is pleased with its Science results, we acknowledge that there is always room for improvement. Troy Prep plans to do the following things to ensure that students progress along this measure:

- Implement the newly developed Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Continue to prepare our 8th grade students for the Living Environment Regents in June
- Continue to use fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the BSC science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned

previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Troy Prep's 2013-14 NCLB Accountability Status is "Good Standing"

Evaluation

Troy Prep met the NCLB measure of its accountability plan. The school's 2013-14 Accountability Status "Good Standing".

Additional Evidence

Troy Prep has been a school in "Good Standing" in every year that the school has been operational

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing