

**True North
Troy Preparatory Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Mark Muscatiello, Associate Chief Operating Officer, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeff Buell	Chair
Robert Bellafiore	Trustee
Joseph Bonilla	Trustee
Doug Lemov	Trustee
Heather Levine	Trustee
Drey Martone	Trustee
Barb McCandless	Trustee

- **Lauren Catlett has served as the Instructional Leader of the Middle School program since 2014.**
- **Samantha DeLuke has served as the instructional Leader of the Elementary School program 2016.**

INTRODUCTION

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

In 2016-17, the school served 530 students in grades K-8. Troy Prep is open to all students in the surrounding communities. Troy Prep's student population consists of approximately 73% African American, 23% Hispanic, and 39% Caucasian students. Approximately ninety percent of Troy Prep students qualify for free or reduced price lunch. Students from 16 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, East Greenbush, Mohonasen, North Colonie, Rensselaer, Schenectady, Shenendehowa, South Colonie, Watervliet, and Waterford-Halfmoon.

Troy Prep teachers and administrators believe that every child will succeed through hard work and excellent behavior. Troy Prep offers an extended school day. Academic tutoring is offered throughout the school year for students who require it or families who request it.

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	Total
2012-13	60	60				64	57	40	39	320
2013-14	62	63	60			60	59	48	34	386
2014-15	61	62	61	58		59	55	49	39	444
2015-16	63	62	62	59	58	55	53	52	41	505
2016-17	62	59	62	62	61	61	61	51	51	530

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will achieve mastery of skills in 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. During the 2013-2014 school year, Troy Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Troy Prep continued to refine this process during the 2016-2017 academic year.

Each academic year, Troy Prep uses three to four 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 can 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-4) there are 3 literacy blocks each day that are 45 minutes (K-2) and 50 minutes (3-4). 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 grades K-2 and 50 minutes in grades 3-4, in addition to the 3 literacy blocks. Troy Prep Middle School creates a scope and sequence for ELA and divides the year units, each culminating in a formal assessment. Troy Prep Middle School conducts a hour ELA block.

Every year Troy Prep provides teachers with an intense 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 members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in three eighth grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61	0	0	1	0	62
4	60	0	0	1	0	61
5	63	0	0	0	0	63
6	59	0	0	1	0	60
7	49	0	0	1	0	50
8	48	2	0	0	0	50
All	340	2	0	4	0	346

RESULTS

340 students enrolled in Troy Prep took the 2016-2017 New York State ELA exam. Most students enrolled in 3rd through 8th grade had attended the school for more than one year. As indicated, 48% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2016-2017 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.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66%	61	68%	56
4	62%	60	69%	51
5	57%	63	62%	52
6	20%	59	16%	50

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.

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7	16%	49	14%	43
8	54%	48	56%	39
All	47%	340	48%	291

EVALUATION

Troy Prep fell short of meeting the Absolute measure of its accountability plan. The school had 47% of students score proficient or advanced on the assessment, twenty-eight percentage points below the stated goal. All grades fell below the 75% measure, with the difference ranging from sixty-one percentage points for 7th graders in their 2nd year, to six percentage points for 3rd graders in their 2nd year.

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. In 2016-2017 Troy Prep also made changes to its interval assessment program to increase alignment with the Common Core Learning standards. Troy Prep's instructional leaders feel that these changes improved upon a strong program and led to increased student learning in ELA.

While we believe that the Troy Prep ELA program improved in 2016-2017, school leaders acknowledge that there is much work to be done in the area of ELA performance. We are confident that scores will continue to improve as students who began at Troy Prep as Kindergarteners continue to fill seats through our middle school grades. We are encouraged to see that our cohort of returning 5th grade scholars were within thirteen percentage points of the Absolute measure. That cohort of students started Troy Prep as Kindergarteners.

ADDITIONAL EVIDENCE

Troy Prep has shown growth toward meeting the Absolute Measure since 2014-2015. In 2014-2015, 35% of students met the absolute measure in ELA. In 2015-2016 48% of students met the absolute measure in ELA. In 2016-2017 48% of students again met the absolute measure in ELA. Troy Prep attributes this pattern of growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State. Next testing cycle, Troy Prep's third, fourth, fifth, and sixth grade will cohorts that began in Troy Prep elementary school.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	64%	58	63%	51	68%	56
4	NA	NA	82%	51	69%	51
5	0%	8	0%	9	62%	52
6	13%	40	15%	40	16%	50
7	20%	49	30%	44	14%	43
8	41%	39	49%	41	56%	39
All	35%	194	48%	236	48%	291

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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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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

RESULTS

The PLI at Troy Prep for the 2015-2016 school year was 126.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	21%	32%	29%	18%

$$\begin{array}{rcccccccc} \text{PI} & = & 32 & + & 29 & + & 18 & = & 79 \\ & & & & 29 & + & 18 & = & 47 \\ & & & & & & \text{PLI} & = & 126 \end{array}$$

EVALUATION

Troy Prep met the PLI Measure. The AMO for 2016-2017 was 111. Troy Prep had a PLI of 126, exceeding the AMO by 15 points.

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 school district of comparison.

METHOD

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

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

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

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RESULTS

More Troy Prep students in at least their second year were proficient or advanced as compared to the Troy City School District. Troy Prep students outperformed Troy City School District students in every grade except 6th and 7th grade. Overall, 48% of Troy Prep students were proficient or advanced compared to 26% proficient or advanced in the school district, a difference of twenty-two percentage points.

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	56	30%	305
4	69%	51	32%	302
5	62%	52	24%	272
6	16%	50	19%	273
7	14%	43	21%	230
8	56%	39	27%	297
All	48%	291	26%	1,679

EVALUATION

Troy Prep exceeded the measure of comparative district proficiency in ELA during the 2016-2017 school year. Troy Prep students in at least their second year outscored the Troy City School District by twenty-two percentage points (48% versus 26% 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.

Troy Prep is extremely pleased with the results of its third, fourth, and fifth grade cohorts, which are cohorts which began Kindergarten at Troy Prep. 68% of third grade students at Troy Prep were proficient or advanced, compared to 30% enrolled in Troy City School District (a difference of thirty-eight percentage points). 69% of fourth grade students at Troy Prep were proficient or advanced, compared to 32% enrolled in Troy City School District (a difference of thirty-seven percentage points). 62% of 5th grade students at Troy Prep were proficient or advanced, compared to 24% enrolled in Troy City School District (a difference of thirty-eight percentage points). As these students progress into upper grades, we believe that we will see continued improvement in results.

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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	64%	18%	63%	28%	68%	30%
4	NA	NA	82%	25%	69%	32%
5	0%	11%	0%	19%	62%	24%

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6	13%	11%	15%	12%	16%	19%
7	20%	12%	30%	23%	14%	21%
8	41%	21%	49%	23%	56%	27%
All	35%	15%	48%	22%	48%	26%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In the 2015-16 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 0.84, exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in grades 3, 4, 7, and 8. In grades 5 and 6, Troy Prep did not exceed the 0.3 effect size.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.1	59	63	28.9	34.1	1.85
4	86.9	58	79	27.8	51.2	2.87
5	74.6	52	10	26.1	-16.1	-1.09
6	80.0	52	17	24.2	-7.2	-0.45
7	78.8	50	26	24.4	1.6	0.10
8	90.9	41	49	25.2	23.8	1.51
All	83.2	312	41.7	26.2	15.5	0.84

School’s Overall Comparative Performance:

Higher than expected to a large degree.

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EVALUATION

Troy Prep's aggregate Effect Size exceeded the required 0.3 by .54. 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.

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/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	K-2, 5-8	98%	199	21.4	13.0	0.76
2014-15	K-3, 5-8	83.6%	259	29.3	18.6	0.72
2015-16	K-8	83.2%	315	41.7	26.2	0.84

Goal 1: Growth Measure⁴

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

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.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	56.1	50.0
5	54.0	50.0
6	55.2	50.0
7	62.2	50.0
8	59.6	50.0
All	57.4	50.0

EVALUATION

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 4th grade exceeded the state median by 6.1 points, 5th grade exceeded the median by 4 points, 6th grade exceeded the median by 5.2 points, 7th exceeded the median by 12.2 points, and 8th grade exceeded the median by 9.6 points. Overall, Troy Prep exceeded the growth measure by 7.4 points.

ADDITIONAL EVIDENCE

Troy Prep exceeded the New York State unadjusted growth measure for all grades, each year this has been measured.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4			56%	50.0
5	68%	64%	54%	50.0
6	69%	56%	55%	50.0
7	52%	63%	62%	50.0
8	71%	63%	60%	50.0
All	64%	61%	57%	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Troy Prep achieved four of the five measures in its Accountability Plan for ELA. Troy Prep did not achieve the Absolute Accountability Plan Measures that 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.

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
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	Achieved

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	students in the same tested grades in the school district of comparison.	
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 2015-16 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. (Using 2015-16 results.)	Achieved

ACTION PLAN

Troy Prep continues to push to improve ELA performance for its students. Beginning in 2013-2014 Troy Prep implemented a new ELA curriculum based on the best practices of Uncommon Schools. Most importantly, the middle school grades combined Reading and Writing instruction into a daily two-hour ELA block. Troy Prep has also moved to a shared curriculum provided by Uncommon Schools, which is based on the successful outcomes of the highest performing schools in its network.

In addition, Troy Prep will continue to partner with the other Uncommon Schools located in New York State to procure 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 diagnostic testing for all students 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, our science and social studies curricula are fully integrated with our literacy program.

Three to four 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:

- Our reading intervention program is available to all students, regardless if they have an IEP.
- Our teachers provide up to 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

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designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully.

- A Regional Director of Special Education to synchronize and lead our intervention services

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 2016-17 school year, Troy Prep 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 grades K-2, there is one 55 minute block of math a day and in grades 3-4, there is a 95 minute block 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 in grades K-2 students are provided with an additional 20 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary. Grades 5-8 have two hour blocks of math Monday-Thursday.

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, all staff members meet each Friday to review the past week's progress, refine teaching practice, and finalize preparations for the coming 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 third through seventh grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

MATHEMATICS

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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	62	0	0	0	0	62
4	61	0	0	0	0	61
5	62	0	0	0	0	62
6	58	0	0	0	0	58
7	50	0	0	0	0	50
8	NA	NA	NA	NA	NA	NA
All	293	0	0	0	0	293

RESULTS

293 students enrolled in Troy Prep took the 2016-17 New York State Math exams. 8th grade students did not participate in the 8th grade state math exam; instead, the entire cohort participated in the June administration of the New York State Common Core Algebra Regents Exam. Most students enrolled in 3rd through 7th grade had attended the school for more than one year. As indicated below, 63% of Troy Prep students who were enrolled in at least their second year performed at or above proficiency on the 2016-17 New York State grades math exams.

Troy Prep did not meet the requirement that 75% of students enrolled in at least their second year in the school score at or above proficiency overall. However, Troy Prep is strongly encouraged by the performance of its 3rd grade, 4th grade, and 5th grade cohorts. These cohorts are the first that started at Troy Prep in Kindergarten. The 3rd grade cohort exceeded the measure that 75% of students of tests students score proficient or advanced by fourteen percentage points.

Performance on 2016-17 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	85%	62	89%	56
4	62%	61	69%	52
5	68%	62	71%	51
6	40%	58	37%	49
7	50%	50	48%	44
8	NA	NA	NA	NA
All	62%	293	63%	252

⁶ 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.

MATHEMATICS

EVALUATION

Troy Prep did fall short of meeting the Absolute measure of its accountability plan. The school had 63% of students in at least their second year score proficient or advanced on the assessment, nineteen percentage points below the stated goal. The 3rd Grade was able to achieve the absolute measure. All other grades fell below the 75% measure.

Troy Prep is strongly encouraged by the performance of its 3rd grade cohort. This body of students is the first that started at Troy Prep as Kindergarteners.

Troy Prep continues to refine improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. In 2015-2016 Troy Prep also made changes to its interval assessment program to increase their alignment with the Common Core Learning standards.

While we believe that the Troy Prep Math program improved in 2016-2017, school leaders acknowledge that there is much work to be done in the area of math performance. We are confident that scores will continue to improve as students who began at Troy Prep as Kindergarteners continue to fill seats through our middle school grades.

ADDITIONAL EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2014-2015. In 2014-2015, 35% of students met the absolute measure in Math. 2015-2016 56% of students met the absolute measure in Math. In 2016-2017 63% of students met the absolute measure in Math. Troy Prep attributes this growth to the fact that students who began at Troy Prep as Kindergarteners have reached grade levels that are assessed by New York State. 5th Grade has traditionally been an intake year for Troy Prep, with many students starting multiple grade levels behind. As such, 5th grade has posted the weakest results in the past. This testing cycle, Troy Prep's fifth grade was made up of students from Troy Prep Elementary grades, thus 71% of those students met the absolute measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	45	71%	51	89%	56
4			84%	51	69%	52
5	0%	8	0%	9	71%	51
6	11%	36	33%	39	37%	49
7	20%	46	36%	44	48%	44
8	44%	36	NA	NA	NA	NA
All	35%	171	56%	194	63%	252

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.

MATHEMATICS

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 PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. 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 200.⁷

RESULTS

The PLI at Troy Prep for the 2016-2017 school year was 176. The AMO for 2016-2017 was 109. Troy Prep had a PLI of 176, exceeding the AMO by 67 points.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13%	26%	26%	36%

PI	=	26	+	26	+	36	=	114
				26	+	36	=	62
						PLI	=	176

EVALUATION

Troy Prep met the PLI Measure. The AMO for 2016-2017 was 109. Troy Prep had a PLI of 176, exceeding the AMO by 67 points.

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 school district of comparison.

METHOD

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

RESULTS

Troy Prep students who were enrolled in at least their second year outscored the Troy City School District by 42 percentage points on the 2016-2017 Mathematics exams for grades 3-7.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

2016-17 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	89%	56	30%	303
4	69%	52	25%	306
5	71%	51	25%	279
6	37%	49	15%	265
7	48%	44	11%	222
8	NA	NA	NA	NA
All	63%	252	21%	1,375

EVALUATION

Troy Prep exceeded the measure of comparative district proficiency in Math during the 2016-17 school year. Troy Prep students in at least their second year outscored the Troy City School District by a 42 percentage points (63% versus 21% 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 in operation, with a student body made up of a higher percentage of economically disadvantaged students.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	84%	22%	71%	27%	89%	30%
4	NA	NA	84%	27%	69%	25%
5	0%	16%	0%	20%	71%	25%
6	45%	17%	33%	14%	37%	15%
7	61%	15%	36%	14%	48%	11%
8	NA	NA	NA	NA	NA	NA
All	62%	18%	56%	21%	63%	21%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

MATHEMATICS

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In the 2015-16 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 1.16, exceeding the required 0.3 effect size. Troy Prep exceeded the 0.3 effect size in all grades.. We look forward to improved performance in the coming years as the elementary school continues to enroll in the middle school.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.1	59	71	31.4	39.6	1.80
4	86.9	58	83	30.3	52.7	2.63
5	74.6	53	34	31.2	2.8	0.16
6	80.0	51	35	27.1	7.9	0.38
7	78.8	50	32	21.7	10.3	0.53
8						
All	82.0	271	52.4	28.5	23.8	1.16

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 28.5%, but 52.4% 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.

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/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5-8	98%	199	60.3	16.9	2.82
2014-15	3, 5-8	83%	220	54.3	25.3	1.54
2015-16	3-8	82%	271	52.4	28.5	1.16

Goal 2: Growth Measure⁹

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

Troy Prep's mean unadjusted growth percentile in Math for all tested students was above the state's unadjusted median growth percentile for all grades.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	57.4	50.0
5	77.3	50.0
6	70.1	50.0
7	58.0	50.0
8	NA	50.0
All	64.8	50.0

EVALUATION

Troy Prep exceeded the New York State unadjusted growth measure for all grades. 4th grade exceeded the state median by 7.4 points, 5th grade exceeded the median by 27.3 points, 6th grade exceeded the median by 20.1 points, and 7th exceeded the median by 8 points. Overall, Troy Prep exceeded the growth measure by 14.8 points.

ADDITIONAL EVIDENCE

Troy Prep students outperformed the state's unadjusted median growth percentile in all grades for each year it has been measured.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4		NA	57.4	50.0
5	88.9	74.9	77.3	50.0
6	94.4	87.6	70.1	50.0
7	76.4	62.0	58.0	50.0
8	96.1	NA	NA	50.0
All	88.5	75.4	64.8	50.0

Goal 3: Optional Measure

Each year, 75 percent of all tested students enrolled in eighth grade in at least their second year will receive a passing grade on the New York State Common Core Algebra Regents exam.

METHOD:

The school administered the New York State Common Core Algebra Regents Examination to all 8th grade students in June of 2017. 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 to receive the passing grade of 65% on the exam.

RESULTS:

100% of Troy Prep students in at least their second year at Troy Prep earned at least the passing grade of 65 on the June 2017 New York State Common Core Algebra Regents Examination. 39 of 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
100%	39

EVALUATION:

Troy Prep exceeded the measure by 25 percentage points.

SUMMARY OF THE MATHEMATICS GOAL

Troy Prep achieved all mathematics goals measured except for the Absolute Measure that 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.

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.	Did Not Achieve
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	Achieved

MATHEMATICS

	the same tested grades in the school district of comparison.	
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 2015-16 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
Optional	Each year, 75 percent of all tested students enrolled in eighth grade in at least their second year will receive a passing grade on the New York State Common Core Algebra Regents exam.	Achieved

ACTION PLAN

Troy Prep continues to work to improve math performance for its students. In 2013-2014, Troy Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In addition, Troy Prep has partnered 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 continue to positively impact students' performance on the New York State exam.

Troy Prep's math curriculum includes several methods and strategies designed to improve student 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.

To improve their performance, 3-4 grade students received a 95 minute math block and 5-8 students receive a 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:

- Specific resource room instruction is provided students who require additional teaching in mathematics.
- Teachers provide up to 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 Regional Director of Special Education was hired to synchronize and lead intervention services.

SCIENCE

SCIENCE

Goal 3: Science

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

BACKGROUND

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 2016-17 school year, Troy Prep partnered with Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

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

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. The 8th grade cohort did not participate in this assessment, instead taking the Living Environment Regents. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

94% of students in at least their second year at Troy Prep scored proficient or advanced on the 2017 New York State Testing Program science assessment.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

SCIENCE

4	94%	51	NA	NA
8	NA	NA	NA	NA
All	94%	51	NA	NA

EVALUATION

Troy Prep exceeded the measure that 75% percent of students would score proficient or advanced by 19 percentage points.

ADDITIONAL EVIDENCE

Troy Prep has met the Absolute Measure each year since 2015-2016. In 2015-2016, 100% of students met the absolute measure in Science. In 2016-2017, 94% of students met the absolute measure in Science. These students have received high-quality Science instruction since starting at Troy Prep in Kindergarten, which attributes to the strong results each year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	100%	51	94%	51
8	NA	NA	NA	NA	NA	NA
All	NA	NA	100%	51	94%	51

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 school district of comparison.

METHOD

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.

RESULTS

District results for the 2017 New York State Testing Program science assessment were not available in time to submit with this report.

SCIENCE

2016-17 State Science 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	51	NA	NA
8	NA	NA	NA	NA
All	94%	51	NA	NA

EVALUATION

District results for the 2017 New York State Testing Program science assessment were not available in time to submit with this report.

ADDITIONAL EVIDENCE

District results for the 2016 and 2017 New York State Testing Program science assessment were not available in time to submit with this report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	NA	NA	100%	NA	94%	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	100%	NA	94%	NA

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 students in June of 2017. 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 to receive the passing grade of 65% on the exam.

RESULTS:

92% of Troy Prep students earned at least the passing grade of 65% on the June 2016 Living Environment Regents Exam. 39 of 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
92%	39

EVALUATION:

Troy Prep exceeded the measure by 17 percentage points.

SUMMARY OF THE SCIENCE GOAL

Troy Prep has achieved all measurable science goals for the 2016-2017 school year.

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.	Achieved
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.	N/A
Optional	Each year, 75 percent of all tested students enrolled	Achieved

SCIENCE

	in at least their second year will receive a passing grade on the Living Environment Regents Examination	
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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 continue to progress in this measure:

- Implement the 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 fourth, 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 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 school requiring a local assistance plan.

METHOD

Because *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 2016-17 NCLB Accountability Status is “Good Standing”

EVALUATION

Troy Prep met the NCLB measure of its accountability plan. The school’s 2016-17 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
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing