



True North Troy Prep Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Director of School Support prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert Bellafiore	Board Chair	Finance
Jeff Buell	Treasurer/Secretary	Finance
Heather LaVine	Trustee	Governance
Joe Bonilla	Vice Chair	None
Sharif Kabir	Trustee	Finance
Vacant	Vacant	Vacant
Vacant	Vacant	Vacant

- **Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.**
- **Nicole Cox has served as the Instructional Leader of the Middle School program 2020.**
- **Preethy Gowrinathan has served as the Instruction Leader of the High School program since 2020.**

SCHOOL OVERVIEW

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. Troy Prep Charter School opened in August 2009. In 2020-21, the school served 760 students in grades K-12. During the 2020-2021 school year, Troy Prep was a K-12 school with its first graduating senior class. Troy Prep is open to all students in the surrounding communities. Troy Prep's student population consists of approximately 65% African American, 22% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 12% Caucasian students. Approximately eighty five 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, Green Island, East Greenbush, Hudson, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie and Watervliet

Troy Preparatory Charter School's school design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Troy Prep students, therefore, is tied to mastering this fundamental skill. In 2020-2021, Troy Prep provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two hours and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

Target Curriculum Focused on Basic Skills. Troy Preparatory Charter School does not use an off-the-shelf curriculum. Rather, Troy Prep uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Troy Prep teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Troy Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the school year, even with remote students virtually. Troy Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted.

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Make More Time. In order to provide students with a comprehensive, college preparatory education, Troy Preparatory Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Troy Prep provides its students with every possible opportunity to learn.

Troy Prep students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays.

Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Troy Prep students, freshman year of college will be a natural extension of their educational experience at Troy Prep.

Troy Prep students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Insist on Family Involvement. Troy Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Troy Prep families:

- received their child's report card through a virtual report card conference where they met one on one with their child's advisor virtually;
- discuss with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance via phone calls;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

Instructional Modalities due to COVID-19

During the continued school closure due to COVID-19, Troy Prep continued remote learning for all our students through October 2020. During this time full remote instruction was offered for all K-12 students, which was similar to the remote learning program offered in the spring. During this time, elementary schools received remote instruction in Reading, Writing, Math, Science and History. Middle School scholars received remote instruction in ELA, Math, History and Science. They utilized the five key components of learning for the remote launch of the school year:

Instructional Videos: Scholars will watch engaging and informative videos throughout the week

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that introduce new content.

Student Packets and Deliverables: Scholars will complete their daily work packets and deliverables on paper or via Google Classroom based on grade level. Each day, scholars will have a deliverable per each subject block that they will submit to their teacher directly or via Google Classroom based on grade level.

Independent Reading: Scholars will engage with high-quality books at their reading level for 20-30 minutes daily through K-4 and 5-8 reading platforms that will be accessible from any device.

Teacher Office Hours: Teachers will provide daily office hours Monday–Thursday for additional support. Office hour specifics will be shared by schools and teachers.

Teacher/Parent Check-Ins: Teachers will schedule check-ins with scholars and families at least once per week, and answer any questions about the scholar’s work. K-4 students had packets to complete. Students were required to watch recorded instruction videos and submit a set of work deliverables each week. Assignments were submitted directly to the teachers. Students utilized Zoom to attend office hours and have weekly check-ins with teachers. During remote instruction, grades 5-8 continues to access work through Google Classroom. In addition, each week they watched previously recorded instructional videos and submitted work deliverables for each subject area.

By late fall, Troy Prep was at a 1:1 student to Chromebook ratio.

K-8 Hybrid Learning

Beginning October 5th, 2020, students and their families had the option to continue remote instruction or opt into hybrid learning. In grades K-8, students attending in-person learning on a hybrid basis where they attended at least 2 days per week which consisted of either Monday and Wednesday, or Tuesday and Thursday. Special Education students also had the opportunity to attend 4 days per week, Monday through Thursday. All students had asynchronous learning on Friday’s. Students in grades 9-12 who opted into hybrid learning attended in-person learning 4 days per week, consisting of Monday through Thursday, with synchronous learning on Friday’s. All students who continued remote learning instruction attended classes through Zoom with their subject teacher.

In-person and remote instruction relied on paper and online platforms, including Zoom and Google Classroom, where scholars accessed interactive, online curriculum for the majority of their independent instruction.

In-Person Days focused on instruction that students will most benefit from having in person, such as text-based discussion.

In addition to our instructional curriculum, the hybrid learning model also introduced non-instructional specials and wellness curriculum to support scholars in prioritizing their well-being mentally, physically, and emotionally. This included components of Performing Arts, Physical Education and wellness lessons along with in-person activities adhering to our health and safety procedures.

Troy Prep High School students who attended in-person hybrid learning, attended school Monday through Thursday, and attended remote instruction on Friday’s. Students were enrolled in all of the classes they would have been enrolled in previously, including electives, whether they were remote

or in-person. Troy Prep High School maximized the benefits of in-person days both in classroom teaching and learning, and in the opportunities to socialize and connect as a community to support student socioemotional wellness.

Mental Health, Behavioral, and Emotional Support Services and Programs

In its continued and expanding effort to support students in need of additional mental health, behavioral and emotional support, Uncommon Schools Troy Prep had the following three centralized priorities for school year 2020-21.

1. Centralized Sharing of Wellness Resources - Schools will include a “Wellness Corner” in weekly communications to families and staff that has both student and teacher-facing wellness resources and activities. These resources will be organized by an assigned “Wellness Lesson” of the month. Wellness Corner will also be added to a “Virtual Calming Room Website” which will be found on all Uncommon Schools’ websites.

2. Streamlined Systems for Wellness Service Referral/Documentation - A “Student Wellness Referral and Tracker” tool will be utilized to identify any and all supports that students may need. This will allow teachers and staff to submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.

3. Explicit Wellness Instruction - Teachers will be provided with lesson plans specific to their gradespan that align with the monthly Wellness Lesson and will teach those lessons monthly - either remotely or in-person. These lessons will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

In addition, before the start of the 2020-21 school year, Uncommon Schools Social Worker Supervisors conducted two days of virtual professional development for all school-based social workers and counselors on the following topics:

- Trauma - Fostering Resilient Learners & Trauma Sensitive Classrooms
- Social Emotional Learning (SEL)
- Wellness
- Grief, Loss, and Anxiety

In the 2021-2022 school year, Uncommon Schools and Troy Prep is developing and implementing a social emotional learning curriculum that will be worked into all student’s instruction.

Uncommon’s focus as we head into 2021-2022 is to reverse 100% of COVID-related learning loss by June 2022. Uncommon Schools and Troy Prep have created a K-12 instruction model that will meet the academic and social-emotional needs of our students using five key pillars.

1. Staff and Student Wellness

2. Prioritize Reading Instruction in K-6

3. Small Group Instruction Focused on Accelerating Student Learning

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4. Streamlined Assessment

5. Integrated Technology

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	62	59	62	62	61	61	61	51	51					530
2017-18	63	64	64	64	60	64	62	58	39	42				580
2018-19	64	64	63	64	62	63	63	61	55	43	38			640
2019-20	66	66	65	62	64	67	63	65	61	51	35	27		692
2020-21	64	66	66	63	66	67	68	69	65	72	42	25	27	760

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

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TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015			
2019-20	2016-17	2016			
2020-21	2017-18	2017	18	0	18

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014			
2019-20	2015-16	2015			
2020-21	2016-17	2016	7	0	7

PROMOTION POLICY

Troy Preparatory Charter School has promotion requirements which are consistent with the State Commissioner's Part 100.5 Diploma Requirements. The promotion policy is broken down by school.

Troy Prep Elementary:

A student must earn promotion by demonstrating mastery of the essential knowledge and skills. Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a student's grades, standardized test scores, attendance,

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homework completion record and other measures. Troy Prep looks thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.

A student may be retained if he or she misses more than 10 days in a school year, has significant behavior problems that result in a lot of missed instruction time, or if the student has persistent trouble completing homework assignments.

Troy Prep Elementary Schools retention policy for the 19-20 school year was not affected and they were able to maintain the current structures in making promotion decisions.

Troy Prep Middle School:

- Students will be promoted if they pass all core academic classes (English, Science, History and Math) with a 70% or higher and have less than 10 absences
- Students will automatically be considered for retention if they fail one of more classes
- Students will automatically be considered for retention if they are absent 10 or more times throughout the school year
- Final decisions for promotion or retention are made by the principal

Troy Prep Middle Schools promotion policy for the 19-20 school year was adjusted to account for the transition to remote learning in March 2020. The promotion and retention policies still maintain our high bar for academic achievement and remote work completion, while also being fair and mindful of the additional challenges of remote learning compared to Q1-Q3.

- The passing grade was lowered from 70% to 65% to support students who are not benefiting from daily in-person instruction.
- For final grades, averages will reflect the higher of their Q1-Q3 average or their Q1-Q4 average. Students who performed strongly from Q1-Q3 will not be disadvantaged by lower Q4 performance.
- Students will be considered for retention if they fail 2+ courses for the year. Failure for a course means that a student fails both the Q1-Q3 AND the Q1-Q4 averages or do not achieve a 70% remote learning work completion rate.

Troy Prep High School

- Students who receive a final failing grade (below a 70) for a class, do not receive credit for that class. The final grade is based on individual quarter grades and a comprehensive final exam.
- When a student fails a single core course (English, Math, Science, History, Spanish), they may be required to make up the course through a summer program or an alternative method approved by the school.
- When a student fails two or more core courses, they will be required to repeat the grade. In subjects that require less than four years of credit (electives, digital art, college prep, physical education), students must make up the class in a subsequent school year.

Troy Prep High Schools promotion policy for the 19-20 school year was adjusted to account for the transition to remote learning in March 2020. The adjustments made match the aligned policies from previous years and also takes into account learning taking place remotely.

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- To pass the year, a student must a grade for the course >70 and pass the final exam
- A student's year-end grade will be the higher of:
 - The average of Q1-Q3 grades; OR
 - The average of Q1-Q4 grades
- Students must pass a final exam for each course at the end of the year
 - Any student who earns above an 85 average for their Q1-Q4 grades will be exempt from taking the exam
 - Students will have multiple attempts to pass the final exam
- Students will be retained if they fail 3+ courses for the year. Failure for a course means that a student fails both the Q1-Q and the Q1-Q4 averages, regardless of their performance on the final exam.
- Students who fail 1-2 classes for the year will attend Summer Academy. A student will be retained if they:
 - Attend Summer Academy and fail to pass any of their Summer Academy course(s). Students must pass all of their Summer Academy courses to be promoted.

Each school within Troy Prep would identify any student with extenuating challenges and propose end of year options on a case by case basis.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students will complete high school

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

To receive a Troy Prep High School Diploma, scholars must meet the following minimum requirements. These requirements are more rigorous than state requirements so that scholars may be more competitive in the college admissions process and be prepared for college level courses.

- Pass 25 weight bearing course credits in required courses
- Pass five Regents exams; 1 in each content area +1 additional in any content

Required Classes and Credits

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All Troy Prep scholars must complete the minimum 25 required course credits as outlined below. One weight bearing credit is a least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

Content	Credits	Grade	Course Title	Frequency
English	4	9 th	English I	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 th	Pre-AP English Literature or AP English Literature and Composition	
		11 th	English III or AP English Language and Composition	
		12 th	English Elective or AP English options	
Math	4	9 th	Algebra I or Geometry	6-7x/week, at least 50 min per day, all 4 years, 1 credit per year
		10 th	Geometry or Algebra II	
		11 th	Algebra II or Pre-AP Calculus	
		12 th	Pre-AP Calculus, AP Calculus AB, or AP Calculus BC	
History	3	9 th	Pre-AP World History	5x/week, at least 50 min per day, 3 years, 1 credit per year
		10 th	AP World History or World History II	
		11 th	AP US History or US History I	
		12 th	AP Seminar, AP Research, or History electives	
Science	3	9 th	Pre-AP Biology	5-6x/week, at least 50 min per day, 3 years, 1 credit per year
		10 th	Pre-AP Chemistry	
		11 th	AP Biology, AP Chemistry, AP Physics 1, Physics	
		12 th	AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science	

Credit Equivalences
1 Troy Prep Credit = 2 NYS Credits

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RESULTS AND EVALUATION

93% of Troy Prep High School students were promoted in the 2018 cohort. 84% of Troy Prep High School students were promoted in the 2019 cohort. 78% of Troy Prep High School students were promoted in the 2020 cohort.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	51	84%
2020	85	78%

ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years, we have had over 75% promotion in our first and second year cohorts.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

As evidenced by looking at 2016, 2017, and 2018 cohorts in their second year, we are exceeding the measure of 75% of students passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 75% of the 2017 cohort had passed 3 or more Regents exams, and 92% of the 2018 cohort and 77% of the 2019 cohort had done the same based on the NYSED allowed regents exemptions given COVID-19.

Looking at future data, we expect to continue to meet and exceed this goal. Most of our students take and pass two Regents exams in the 8- grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9th grade year.

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When students are enrolled in 9th grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8th and 9th grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10th grade. While there are still unknowns given COVID-19 as we enter School Year 2020-21, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	20	75%
2018	2019-20	28	92%
2019	2020-21	56	77%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

We are extremely pleased with our graduation rate for our first four year cohort. 100% of students have graduated.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19		
2016	2019-20		
2017	2020-21	17	94%

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

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21	7	100%

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19				
2016	2019-20				
2017	2020-21	24	96%	1577	89%

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple->

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[pathways/](#). The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A			
N/A			
N/A			
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19		
2016	2019-20		
2017	2020-21		

ADDITIONAL EVIDENCE

At this time, Troy Prep Charter School did not have 2017 cohort students in an alternative graduation pathway program.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our 1st year with a graduating cohort, Troy Prep Charter School achieved its High School graduation goals.

Type	Measure	Outcome
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Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Applicable
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

Troy Prep Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum has been updated and modified to work with remote and hybrid instruction during school year 20-21. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards, so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers

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will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.

- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school

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should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

46% of students in the 2017 Cohort passed an Advanced Placement exam with a score of 3 or higher. This percentage does not exceed the absolute measure of 75% of graduating students.

Troy Prep Charter School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	23	11	46%
Achieving the college and career readiness benchmark on the SAT	21	12	57%
Overall	23	16	70%

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Troy Prep has a matriculation rate of 80%, exceeding the goal of 75%. This is due to our hardworking college counselor and extremely low counselor to student ratio (approximately 25:1) This is our first year of graduating seniors.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	25	20	80%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Troy Prep Charter School achieved 1 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

Troy Prep Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum had been updated and modified to work with remote and hybrid instruction during this school year. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: 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 2018-2019 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 an 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.

METHOD

Troy Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in English Language Arts

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- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in English Language Arts. Troy Prep administered 3 internally developed and aligned Interim Assessments. These assessments were created to reflect the school's scope and sequence in English Language Arts, and to mirror the style and scope of the New York State ELA exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. These exams were given to all students regarding of their learning preference, whether they were in-person hybrid learning or remote learning.

While remote learning continued for all students through October, Troy Prep continued to have consistent ELA instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran ELA teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments as well as passage practice tasks. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted. Students were also encouraged to engage in independent reading for 1 hour a week.

Troy Prep transitioned to hybrid learning in early October, where students had the option to attend in person hybrid learning at least twice a week or complete remote learning. During remote learning days, all students continued to attend live classes through Zoom just as if they were in the classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Internally developed**

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022. Students in Grades 5-8 took 2 interim assessments during the 2020-2021 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year,

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where they attended more in-person learning. We are pleased with the results and we are particularly impressed with our 6th and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
5	44%	63	47%	58
6	51%	62	52%	50
7	35%	63	33%	54
8	57%	56	57%	54
All	47%	244	47%	216

ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has moved toward meeting the Absolute Measure each year since 2015-2016, taking a minor step back in 2018-19. In both 2015-2016 and 2016-17, 48% of students met the absolute measure in ELA. In 2017-2018 57% of students met the absolute measure in ELA. In 2018-19 55% of students met the absolute measure. 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. In 2017-18 and 2018-19, Troy Prep's fifth and sixth grade was made up of students from Troy Prep Elementary grades. While we were not able to see our results on a NYS ELA exam, are students results on the 2020-21 interim assessments are in line with those of the results from interim assessments in 2019-2020, which consisted of more in-person learning for all students. The Middle School scores are also consistent with those state test results in 2018-19, even showing a higher percentage in 5th. 6th and 8th Grade.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Typically, Troy Prep's English Language Arts goal is to have 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. While we were unable to take the NYS exams in 19-20, and only hybrid students taking the NYS exam in 20-21, our goal is to improve upon our results last year. We were able to assess this throughout our interim assessments. On the most recent interim assessment, an average of 47% of students in grades 5-8 scored advanced or proficient. While we did not meet our goal of beating 55% from 2018-19, and a minor decrease from the last interim assessment in 19-20, our 6th and 8th grade cohorts had particularly strong results.

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

ACTION PLAN

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

School leaders acknowledge that there is much work to be done in the area of ELA performance, especially as we transition from remote learning to full in person learning in the 21-22 school year. Our goal is to analyze and compare our results to ensure that we are working to identify and act accordingly to fill in learning loss and gaps that were attributed to COVID-19 and remote learning.

We continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continue independent practice, students will be able to refine their skills in both Math and ELA. As we transition back to full in-person learning, we will continue to provide both real-time feedback and consistent feedback on written work submissions comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

To reverse the COVID-related learning loss in ELA, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on ELA instruction. This includes prioritizing reading instruction in grades K-6. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep's assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were

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scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The 2017 cohort had 10 students (45%) pass English Regents with a score of 75 or higher. We did not have any students sit for the English Regents exam. We had 3 students who were exempted from the English Regents with no valid score.

This does not exceed the goal of 65% of students passing the English Language Arts Common Core Regents Exam with a score of 75% or higher. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20		0		
2017	2020-21	25	3	10	45%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	22	27%	24	N/A	25	45%
2018	36	31%	30	30%	30	41%
2019			51	N/A	52	N/A
2020					60	N/A

Goal 3: Absolute Measure

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

³ Based on the highest score for each student on the English Regents exam

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METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The 2017 cohort had 17 students pass the English Regents. This does not meet the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students. We did not have any students sit for the English Regents exam. We had 3 students in the 2017 cohort who were exempted with no valid score. Our 2018 cohort had 41% of it's students pass with a level 4 with 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	3	17	77%

ADDITIONAL EVIDENCE

Our 2018 cohort had 82% of its students pass with a level 3 and there were an additional 11 students exempt from the English Regents with no valid score. Our 2019 cohort did not have any students previously sit for the English Regents and had 43 students exempt from the English Regents with no valid score. Our 2020 cohort did not have any students sit previously for the English Regents and had 42 students exempt from the English Regents with no valid score.

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	11	45%	24	N/A	25	77%
2018	37	59%	30	30%	30	82%
2019			51	78%	52	N/A
2020					60	N/A

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

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METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We do not have information for all of our students in the 2017 cohort and their results on the grade 8 ELA test. Based off of the information that we have,

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20		0		
2017	2020-21	8	1	2	29%

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Of the 8 students in the 2017 cohort that were are aware of not being proficient in the 8th grade for English language arts exams, 86% were received at least a level 3 by their fourth year accountability cohort. We did not have any students sit for the 2020-21 English Language Arts Regents exam.

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

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

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		(a)	(b)		
2015	2018-19		0		
2016	2019-20				
2017	2020-21	8	1	6	86%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: 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 2020-2021 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

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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. During the 2020-2021 school year, Troy Prep continued Math instruction through remote learning until the beginning of October 2020. When hybrid learning launched, students who were either remote or in person received the same lessons with the same assignments. When students were remote, they engaged in instruction from their Math teachers via Zoom. Students had assignments that were due through Google Classroom.

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. During the 2020-2021 school year, these trainings were provided remotely with an emphasis on remote instruction to help our students succeed.

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.

To reverse the COVID-related learning loss in Math, Uncommon Schools and Troy Prep have new pillars of the 2021-2022 instructional model which incorporates additional focuses on Math instruction. This includes the opportunity to strengthen and deepen key mathematical practices. Troy Prep will also strategically embed small group instruction into our K-8 instructional models in order to meet every student where they are. Troy Prep’s assessment and response to data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. There will be an additional focus on Middle School Math.

METHOD

Troy Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year, Troy Prep was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21. Troy Prep administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. These assessments were created to reflect the school’s scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused

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primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of October, 2020, Troy Prep continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

Troy Prep shifted to Hybrid learning in the beginning of October, 2020 where limited class sizes attended in-person learning through a hybrid schedule. This consisted of students attending in-person learning at least twice a week, but as much as four times a week. Approximately 40% of our Middle and Elementary School students continued remote learning through the entire 2020-2021 school year. These students continued to receive the same instruction as those who were attending in-person learning through Zoom. Students received instruction through their classroom teacher through Zoom with deliverables for all students due in Google Classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

RESULTS AND EVALUATION

The below is data from the most recent Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021. Both our Elementary and Middle School students took 2 interim assessments during the 2020-21 school year. The chart below represents the percentage of students who are advanced or proficient on their most recent interim assessment. We are particularly impressed with our 5th and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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3	38%	56	39%	51
4	39%	59	39%	57
5	59%	63	60%	58
6	45%	62	50%	52
7	52%	54	51%	47
8	54%	56	57%	51
All	48%	350	49%	316

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Algebra I	93%	89
8	2018-19	Algebra I	86%	86
8	2019-2020	Algebra I	66% Exempt	59
8	2020-21	Algebra I	48% Exempt	60

The chart above represents the percentage of Troy Prep's 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2019-2020 8th grade cohort, 66% of Troy Prep 8th grade students were exempt from the 2019-2020 Algebra I Regents Exam. From our 2020-21 8th grade cohort, 48% of students were exempt from the 2020-21 Algebra I Regents Exam.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Troy Prep did not achieve the goal of having an average of 75% of all tested students score proficient on the most recent interim assessment. Troy Prep averaged 48% of students scored advanced or proficient on their most recent interim assessment, with 49% of students in their second year scoring advanced or proficient.

ACTION PLAN

Troy Prep has not met its math accountability goals for school year 2020-21, as well as taken a step back compared to its previous performance.

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master

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material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher- led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May, resuming in the 2021-22 school year. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scop and sequences as well as provide real-time feedback in-person as we shift back during the 2021-2022 school year. We feel that our students will benefit from returning to in-person learning and resuming the small group instruction for our students.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

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RESULTS AND EVALUATION

Of the 2017 cohort, 87% of students have passed at Mathematics Regents with Performance Level of 4 and 10 students have been exempt from the exam by their fourth year. We did not have any students sit for the 2021 Regents Exam. Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 82% of students achieving a level 4. Of the 2019 cohort, 23 students were exempt from the Mathematics regents and 69% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	25	10	13	87%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017					25	87%
2018	39	59%	30	83%	30	82%
2019			51	86%	52	69%
2020					60	N/A

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation

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requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Of the 2017 Cohort, 90% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 13 students were exempt from the Mathematics regents, and 91% of students achieved a level 3. Of the 2019 cohort, 16 students were exempt from the Mathematics regents and 89% receiving a level 4. Of the 2020 cohort, 43 students were exempt from the Mathematics regents and this cohort never sat for an examination.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	4	19	90%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017					25	90%
2018					30	91%
2019					52	89%
2020					60	N/A

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Troy Prep students do not take the New York State 8th Grade Mathematics Exam, therefore there are no numbers to compare in column a.

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Troy Prep students do not take the New York State 8th Grade Mathematics Exam, therefore there are no numbers to compare in column a.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21				

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2017 Accountability Cohort of Troy Prep Charter School met and exceeded 2 of 2 of the mathematics goals for school year 2020-2021. The school will update the report as the district comparison data becomes available.

⁵ Based on the highest score for each student on the mathematics Regents exam

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Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction, and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

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- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.
- High school students will be returning to full in-person learning in the 2021-2022 school year.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Each year, 75% percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district. Since the shift to remote learning in March 2020, the goal is the same with performing at proficiency on Troy Prep's internal interim assessments.

BACKGROUND

The science curriculum at Troy Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Troy Prep continues to partner with Uncommon Schools 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 is 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.

During the shift to fully remote learning in March 2020 and into early October 2020, Troy Prep Elementary students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science

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based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Troy Prep transitioned to option in-person hybrid learning in early October, 2020. During that time, students who opted into in-person hybrid learning attended school at least twice a week, up to four times a week. During this time, they resumed their in-person science instruction. For remote students, and during remote days, students attended Zoom Science instruction with their Science teacher. Students had assignments that were completed through Google Classroom.

METHOD

The school administered two internal interim Science assessments in the 2020-21 school year.

RESULTS AND EVALUATION

Troy Prep students took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network.

During Troy Prep's first round of internal Interim Assessments, students in 8th grade scored an 1% lower than the Uncommon Schools average.

Troy Prep students in 8th grade outperformed were consistent with the Uncommon Schools average by on their second interim assessment, with 49% of students scoring proficient or advanced proficient. 50% of students who were in their second year scored either proficient or advanced proficient.

Troy Prep did not meet the goal of students scoring at proficiency on our internal interim assessments.

ADDITIONAL CONTEXT AND EVIDENCE

Troy Prep has met the Absolute Measure each year since 2015-2016 in Grade 4 Science. In 2016-2017, 94% of students met the absolute measure in Science. In 2017-18, 95% of students met the absolute measure. In 2018-19, 84% of students met the absolute measure. These students have received high-quality Science instruction since starting at Troy Prep in Kindergarten, which attributes to the strong results each year.

Troy Prep has historically met the 8th grade measure. In 2016-17, 92% of 2nd year students passed the Living Environment Regents exam. In 2018-19, 78% of 2nd year students passed the exam. 65% of students earned an exemption from the Living Environments Regents.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Troy Prep did not achieve their Science goals for the 2020-21 school year. While 4th grade students did not take assessments directly in Science in the 2019-2020 school year, the 8th grade students did not perform at or above proficiency on their 2 internal interim Assessments.

ACTION PLAN

While Troy Prep has been pleased with its 4th grade science results in the past, we acknowledge that

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there is always room for improvement, especially given the 20-21 8th grade internal Interim Assessment results. 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.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school did not administer any exams in 2020-21 school year . It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

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RESULTS AND EVALUATION

Troy Prep Charter School had 94% of students in the 2017 cohort passed the Living Environment Regents with a score of 65 or higher with 7 who were exempt from the exam. Students did not sit for the living environment exam.

This measure was met and exceeded, for the 2020-2021 school year.

Of the 2018 cohort, 90% of students passed the Living Environment Regents with a score of 65 or higher with 10 students exempt with no valid score. The 2017 cohort had 81% of students pass with 16 exempt and the 2020 cohort had 44 students exempt with no valid score. No students sat for the exam.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	7	17	94%

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017					25	94%
2018	44	84%	30	77%	30	90%
2019			51	27%	52	81%
2020					60	N/A

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

⁶ Based on the highest score for each student on any science Regents exam

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Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The 2017 cohort had 15 students exempt with no valid score. We did not have any students sit for the History Regents exam in 2020-21 school year or in previous years.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	16	N/A	N/A

EVALUATION

Troy Prep Charter School had 16 students exempt with no valid score in the 2017 cohort. They had not previously sat for this exam. 22 students exempt in the 2018 cohort.

ADDITIONAL EVIDENCE

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017			32	19%	25	92%
2018					30	N/A

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2019					52	N/A
2020					60	N/A

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The 2017 cohort had a 92% pass rate on the Global History Regents with 13 students exempt with no valid score. We did not have any students sit for the exam in the 2020-2021 school year.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19		0		
2016	2019-20				
2017	2020-21	25	13	11	92%

EVALUATION

Based on the data shared in the table above the measure was met, with 92% of students achieving proficiency or passing the Global History exam by the completion of their fourth year in the 2017

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cohort. 32 students in the 2019 cohort were exempt from the Global History exam with no valid score

ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017					25	92%
2018			30	83%		
2019					52	N/A
2020						

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

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RESULTS AND EVALUATION

Troy Prep's 2020-2021 ESSA Accountability Status is "Good Standing"

Troy Prep met the ESSA measurement of its accountability plan.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing