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Schools

TROY PREP

True North Troy Prep Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Regional Director of Special Projects, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Robert Bellafiore	Board Chair, Finance Committee
Jeff Buell	Treasurer, Finance Committee
Barb McCandless	Trustee, Finance Committee
Doug Lemov	Secretary
Drey Martone	Trustee, Academic Affairs Chair
Heather LaVine	Trustee, Governance Chair
Joe Bonilla	Vice Chair
Sharif Kabir	Trustee, Finance Committee

- **Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.**
- **Samantha DeLuke has served as the Instructional Leader of the Middle School program 2019.**
- **Maisie Wright has served as the Instruction Leader of the High School program since 2018.**

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 2019-20, the school served 692 students in grades K-11. In the 2020-2021 school year, Troy Prep will be 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 62% African American, 22% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 13% Caucasian students. Approximately ninety percent of Troy Prep students qualify for free or reduced-price lunch. Students from 16 district across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, North Colonie, Rensselaer, Saratoga, Schenectady, Schodack, 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 2019-2020, 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 COVID-19 closure, 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. Troy Prep

also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our school.

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.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2019-20, Troy Prep created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

Insist on Family Involvement. Troy Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, Troy Prep families:

- picked up their child's report card in person at the school one time, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- 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;

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- 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

COVID-19 Closure

During the unexpected school closure due to COVID-19, Troy Prep continued remote learning for all our students through June 2020. In grades K-8, Troy Prep provided a digitally driven instruction model to continue and further student learning and mastery of objectives of untaught materials. This was designed to be adaptive to families' varied schedules. This consisted of instructional videos and supporting resources, student practice tasks/deliverables, teacher office hours and teacher/parent check-in (K-2) or teacher/student check-in (3-8). The online platforms used were EPIC!, Newsela and myOn. Below are the key components of weekly instruction.

- **Instructional Videos and Supporting Resources:**
 - Grades K-4: An assigned team of staff across Uncommon will create a series of instructional videos that will be posted to an in house created [Google Site](#). Each instructional video will include a supporting resource for students that guides learning. Accompanying student work packets aligned to instructional videos will be mailed to all K-4 Uncommon students by 3/27.
 - Grades 5-8: An assigned team of staff across Uncommon will create a series of instructional videos. The videos and resources will be posted to a shared GoogleDrive, from which teachers will then post to their own Google Classrooms. Each instructional video will include a supporting resource for students that guides note-taking.
- **Student Practice Tasks/Deliverables:** In addition to tasks assigned by the instructional videos, students will also be assigned work to practice mastery of previously learned material.
 - Grades K-4: Each week, students will submit two designated deliverables- 1 reading and 1 math to their teacher by sending a picture/scan of their work via email/text.
 - Grades 5-8: Each week, 1-2 tasks per content area will be designated as a "deliverable," which students will submit to their teacher by sending a picture/scan of their work via email/text.
- **Teacher Office Hours:** Teachers will maintain daily office hours Monday through Thursday from 9am - 11am and 2pm - 4pm. During this time, students can ask questions and teachers can give feedback on work that was submitted to ensure students are understanding the content. Teachers can and should also schedule extra touchpoints with students who will need additional support over the course of the week.
- **Teacher/Parent Check-In (K-2) or Teacher/Student Check-In (3-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, all teachers will schedule 10 - 20 minute check-ins with students at least one time per week.

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The goals of the check-in include: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins can be split by advisories or by content area(s) and will be school leader discretion).

- School leaders (Principals and Directors of Operation) will also provide support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher is struggling to reach a student and/or the student is not completing their work, a school leader will need to follow-up with the student and/or family to reset expectations and help determine solutions to any issues.

Troy Prep High School provided remote instruction through Google Classroom. Students attended 1 hour class periods. This consisted of an instruction video for their core academic classes as well as classwork handouts from Google Classroom. Students submitted their assignments through Google Classroom which counted for attendance and was graded for completion and accuracy. Teachers were available via Zoom during the 1-hour class period to provide office hours for students. See below for the overview for remote instruction at Troy Prep High School.

- Each day, students access a 20-minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
 - Students may submit assignments as a Google doc through Google Classroom.
 - Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Teachers of the course are available via Zoom during the 1-hour class period to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.
- Teachers of AP Courses can determine if they want to assign additional work outside of the hour period. However, no homework should be assigned for non-AP courses. Grades will be based on classwork and assessments.

Families who reported not having access to wifi enabled devices received chromebooks delivered directly to the student’s homes by the end of March.

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
2015-16	63	62	62	59	58	55	53	52	41					505

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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

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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
2017-18	2014-15	2014			
2018-19	2015-16	2015			
2019-20	2016-17	2016			

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

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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)
2017-18	2014-15	2014			
2018-19	2015-16	2015			
2019-20	2016-17	2016			

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)
2017-18	2013-14	2013			
2018-19	2014-15	2014			
2019-20	2015-16	2015			

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, 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:

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- 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.

- 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

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- 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.

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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

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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	30	93%
2019	51	84%

ADDITIONAL EVIDENCE

Troy Prep is pleased with this result, as a high number of students are on the path for graduating in 4 years.

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 the June 2020 and August 2020 administrations of the Regents exams, 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 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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 from June/August 2020)
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2016	2017-19		
2017	2018-19		
2018	2019-20		

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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 2016 cohort and graduated four years later and those who entered as members of the 2015 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 do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18		
2015	2018-19		
2016	2019-20		

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18		
2014	2018-19		
2015	2019-20		

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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.

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.

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-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 the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those 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

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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Percentage of the 2016 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
2014	2017-18		
2015	2018-19		
2016	2019-20		

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence can be provided.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Since Troy Prep High School was founded in 2017, the school is only eligible for one accountability measure. Unfortunately, we did not achieve the leading indicator measure as only 70% of students in first and second year high school total graduation cohorts earned at least 5 credits.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not 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.	Not Applicable

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Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Applicable
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
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.	N/A
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

As Troy Prep High School continues to grow, our goal is to maintain a high level of student performance and for all to students to graduate from high school. Based on the data that we have available, 84% of our first-year cohort and 93% of our second year cohort, is on track to achieve this goal. Our focus moving forward, will to be ensure that our 2018 and 2019 cohort continues to succeed and our future cohorts either match or exceed the results of our first and second cohorts. We are eagerly awaiting our 2020 cohort, which will be our first cohort that started in Kindergarten at Troy Prep Elementary. We are hopeful that these students will demonstrate success in high school.

To ensure that all students are successful, Troy Prep High School offers the program Target 3.0 for students. This program is mandatory for all freshman and any students below a 3.0 GPA. This weekly program is designed for both students new to high school and for students that may be struggling academically and need additional supports. Students meet weekly with an advisor to review and reflect on academic progress. During this time, students will also be pulled for tutoring of focus on completing makeup work and/or homework. Teachers also hold office hours for students 4 to 5 times per week. During office hours, students will receive intensive tutoring.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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,

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 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

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

Percentage of the 2016 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 AP exam with a score of 3 or higher			

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Earning a score of 4 or high 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 through a school partnership with a college or university			
Earning a Regents diploma with advanced designation			
Overall			

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

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.

Goal 2: Absolute Measure

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

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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 2019-20 and provide preliminary matriculation data for 2016 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

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

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
2014	2017-18			
2015	2018-19			
2016	2019-20			

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Troy Prep does not yet have a fourth year cohort to report on so outcomes cannot be determined yet.

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 Applicable
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.	Not Applicable

ACTION PLAN

Troy Prep does not yet have a fourth-year cohort to report on, so no action plan based on the results can be supplied.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY 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.

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

During the 19-20 academic year, Troy Prep was only able to use Internally developed Interim Assessments in English Language Arts due to the COVID pandemic and shift to remote learning in mid-March. 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. Troy Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to March (due to closure for COVID).

During remote learning starting in mid-March 2020 through mid-June 2020, 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.

Weekly Overview of Remote Learning Grades K-4		
	Grades K-1	Grades 2-4
Independent Reading	Students read or are read to for 30 minutes twice daily for a total of 60 minutes.	Students read or are read to for 30 minutes twice daily for a total of 60 minutes.

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Reading	<u>Read Aloud:</u> 2 days a week, students watch a video and complete a task.	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Writing	2 days a week, students watch a video and complete a task.	2 days a week, students watch a video and complete a task. 1 day a week, students complete a writing task.

Weekly Overview of Remote Learning Grades 5-8	
Independent Reading	Students read for 1 hour.
ELA	2 days a week, students watch a video and complete a task. 3 days a week, students complete an assigned reading task.

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2019-2020, 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. Our Elementary School students in grades 3-4 took 3 interim assessments during the 2019-20 school year. Our Middle School students in grades 5-8 took 4 interim assessments. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. We are particularly impressed with our 4th and 8th grade cohorts.

Grade	Percent students Advanced or Proficient - Interim Assessment #1	Percent students Advanced or Proficient - Interim Assessment #2	Percent students Advanced or Proficient - Interim Assessment #3
3	40%	39%	39%
4	77%	77%	76%
5	44%	45%	47%
6	40%	38%	37%
7	52%	51%	47%
8	58%	58%	59%

ADDITIONAL 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%

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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 2019-20 interim assessments are in line with those of the results from 2018-19, even showing a higher percentage in 5th grade.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68%	43	66%	50	75%	56
4	69%	45	80%	41	64%	61
5	62%	44	41%	46	37%	49
6	16%	8	81%	48	49%	47
7	14%	32	26%	35	61%	46
8	56%	27	31%	26	39%	41
All	48%	199	57%	246	55%	300

SUMMARY OF THE ELEMENTARY 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, 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 51% of students in grades 3-8 scored advanced or proficient. While we did not meet our goal of beating 55% from 2018-19, we have made progress in our 5th grade cohort, while our 4th and 8th grade cohorts had particularly strong results.

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. We are confident that scores will continue to improve as students who began at Troy Prep as Kindergarteners continue to fill seats through our middle school grades.

We 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. 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.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

We do not yet have a fourth-year cohort, so no results are available, and no evaluation can be made.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

31% of students in the 2018 cohort achieved at least a level 4 on the Regents English Common Core Exam. 78% of the 2019 cohort were exempt from the Regents English Common Core Exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016						
2017	44	20%	22	27%	24	N/A
2018			36	31%	30	30%
2019					51	78%

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.

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.

² Based on the highest score for each student on the English Regents exam

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Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

59% of students in the 2018 cohort achieved at least a level 3 on the Regents English Common Core Exam. 78% of the 2019 cohort were exempt from the Regents English Common Core Exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017	37	49%	11	45%	24	N/A
2018			37	59%	30	30%
2019					51	78%

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

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.

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.

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.

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.

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.

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.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

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

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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 (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)

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2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

We do not yet have a fourth year accountability cohort so no measures are applicable at this time.

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 Applicable
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 Applicable
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 Applicable
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.	Not Applicable

ACTION PLAN

We do not yet have a fourth-year accountability cohort, so action plan is available at this time.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in Mathematics

BACKGROUND

Troy Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Troy Prep middle school created a scope and sequence for math and divided the year into units, each culminating in a formal assessment. During the 2019-20 school year, Troy Prep continued to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards.

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

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

In grades K-2, there is one 55-minute block of math a day and in grades 3-4, there is a 95-minute block that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives. In the afternoon in grades K-2 students are provided with an additional 20 minute "Math Meeting" where concepts from earlier lessons are reinforced and retaught when necessary. Grades 5-8 have two-hour blocks of math Monday-Thursday.

Every year we provide our teachers with an intense three-week training program where we instruct teaching and student behavior management techniques and strategies to employ in their

classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

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

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 19-20 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. Troy Prep administered 3 internally developed and aligned Interim Assessments to Elementary School students and 4 internally developed and aligned Interim Assessments to 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 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 Troy Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

During remote learning starting in mid-March 2020 through mid-June 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.

Weekly Overview of Remote Learning Grades K-4					
	<table border="1"> <thead> <tr> <th>Grades K-1</th> <th>Grades 2-4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Grades K-1	Grades 2-4		
Grades K-1	Grades 2-4				

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Math	2 days a week, students watch a video and complete a task. 2 days a week, students complete mixed practice/problem-solving.	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.
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Weekly Overview of Remote Learning Grades 5-8	
Math	2 days a week, students watch a video and complete a task (3 days for 8th). 3 days a week students complete mixed review/problem-solving (2 days for 8th).

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2019-2020, 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. Our Elementary School students in grades 3-4 took 3 interim assessments during the 2019-20 school year. Our Middle School students in grades 5-8 took 4 interim assessments. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. We are particularly impressed with our 4th and 7th grade cohorts.

Grade	Percent students Advanced or Proficient - Interim Assessment #1	Percent students Advanced or Proficient - Interim Assessment #2	Percent students Advanced or Proficient - Interim Assessment #3	Percent students Advanced or Proficient - Interim Assessment #4
3	49%	49%	49%	N/A
4	64%	63%	64%	N/A
5	42%	41%	44%	45%
6	51%	53%	52%	52%
7	67%	64%	64%	67%
8	58%	56%	56%	53%

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

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. Based on this data, we are confident that they are developing a strong foundation preparing them for College.

SUMMARY OF THE ELEMENTARY 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 55% of students scored advanced or proficient on their most recent interim assessment.

ACTION PLAN

Troy Prep has not met its math accountability goals for school year 2019-2020, but has demonstrated progress towards reaching their goals.

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. 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 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. 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.

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.

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- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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 an exam.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

59% of students in the 2018 cohort achieved at least a level 4 on the Regents Mathematics Common Core Exam. Troy Prep is pleased that such a large number of the 2018 cohort has passed a Mathematics Regents exam at a level 4. 83% of the 2018 cohort and 86% of the 2019 cohort were exempt from the 2019-20 regents exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016						
2017	44	66%				
2018			39	59%	30	83%
2019					51	86%

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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 3 among the students who sat for an exam.

RESULTS AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

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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)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

92% of students in the 2018 cohort achieved a level 3 on the Regents Mathematics Common Core Exam. 83% of students in the 2018 cohort and 86% of students in the 2019 cohort were exempt from the 2019-20 Regents Mathematics Common Core Exam. Troy prep is pleased that such a large number of the 2017 and 2018 cohort has already passed a Mathematics Regents exam. Troy Prep is pleased that such a large number of the 2018 and 2019 cohort were exempt from the 2019-20 Regents Mathematic Exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017	44	93%				
2018			39	92%	30	83%
2019					51	86%

Goal 4: Absolute Measure

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

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.

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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.

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.

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.

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.

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

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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

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)
2014	2017-18		0		

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2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

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

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

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 ³

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)
2014	2017-18		0		
2015	2018-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We do not yet have a fourth-year accountability cohort, so no measures are applicable at this time.

Type	Measure	Outcome
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³ Based on the highest score for each student on the mathematics Regents exam

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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.	Not Applicable
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.	Not Applicable
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.	Not Applicable
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.	Not Applicable

ACTION PLAN

We do not yet have a fourth-year accountability cohort, so action plan is available at this time.

GOAL 5: SCIENCE

ELEMENTARY 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

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grades in the local school district. Due to 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, 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 based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

Students at Troy Prep Middle school continued Science instruction 5 days a week in which the students completed an assigned science task.

METHOD

The school administered two internal interim Science assessments in grades 5-8 prior to the switch to remote learning in March 2020.

RESULTS AND EVALUATION

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

Troy Prep students in 8th grade outperformed the Uncommon Schools average by 2% on their first interim assessment. 67% of students who were in their second year scored either proficient or advanced proficient.

During Troy Prep's second round of internal Interim Assessments, students in 8th grade scored an 4% lower than the Uncommon Schools average. 50% of students who were in their second year scored either proficient of advanced proficient.

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

ADDITIONAL 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.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Troy Prep did not achieve their Science goals for the 2019-2020 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 there is always room for improvement, especially given the 19-20 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

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Each day, students access a 20-minute instructional video from Google Classroom for their science academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
- Students may submit assignments as a Google doc through Google Classroom.
- Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Science teachers of the course are available via Zoom during the 1-hour class period to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.

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. Due to the shift to remote learning in March 2020, the goal is the same with performing at proficiency on Troy Prep’s internal interim assessments.

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METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 AND EVALUATION

We do not yet have a fourth-year cohort, so no results are available, and no evaluations can be made.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

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)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

ADDITIONAL EVIDENCE

In 2017-18, 80% of Troy Prep students passed the Science Regents Exam. In 2018-19, 84% of students passed the Science Regents exam. The percentage of students passing the Science regents exam increased 4% in one year. 77% of students in the 2018 cohort were exempt from the 2019-20 Regents, while 27% of students in the 2019 cohort were exempt.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017	44	80%				
2018			44	84%	30	77%

⁴ Based on the highest score for each student on any science Regents exam

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2019					51	27%
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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.

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.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort so no additional evidence is available.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

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

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the

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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

We do not yet have a fourth-year cohort, so no results are available.

**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)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

We do not yet have a fourth-year cohort so no evaluations can be made.

ADDITIONAL EVIDENCE

19% of students in the 2017 cohort were exempt from the U.S. History Regents in 2019-2020.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017					32	19%
2018						
2019						

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.

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.

Goal 6: Absolute Measure

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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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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

We do not yet have a fourth-year cohort, so no results are available.

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)
2014	2017-18		0		
2015	2016-19		0		
2016	2019-20				

EVALUATION

We do not yet have a fourth-year cohort, so no evaluations can be made.

ADDITIONAL EVIDENCE

We do not yet have a fourth-year cohort, so no evaluations can be made.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016						
2017						
2018					30	83%

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2019						
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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.

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.

ADDITIONAL EVIDENCE

83% of Troy Prep students in the 2018 cohort were exempt from the Global History Regents during the 2019-2020 school year.

GOAL 7: ESSA

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.

RESULTS AND EVALUATION

Troy Prep’s 2019-20 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
2017-18	Good Standing

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2018-19	Good Standing
2019-20	Good Standing

