



KIPP Troy Prep

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Johanna Martin and Team

2 Polk Street

Troy, New York 12180

518 - 445 - 3100

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Johanna Martin, Associate Chief Operating Officer, and Sara Wilcox, Director of School Support, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
John P. Reilly	Chair	Executive
Dr. Shai Butler	Vice Chair	Governance
Sharif Kabir	Secretary	Executive
Guy Alonge III	Treasurer	Executive; Finance
Dr. Don-Lee Applyrs	Trustee	Academic
Robert Bellafiore	Trustee	Finance; Development
Jeff Buell	Trustee	Finance; Development
Siena Dean	Trustee	Development
Kelly Kimbrough	Trustee	Development
Ron Mexico	Trustee	Finance; Governance
Carl Young	Trustee	Governance; Academic
Dr. Kimberley Young-Wilkins	Trustee	Executive; Academic

- Dunja Varciana has served as principal beginning in 2022-2023 year.
- Jamila Hammett has served as the Instructional Leader of the Elementary School program since 2019.
- Nicole Cox has served as the Instructional Leader of the Middle School program 2020.
- Preethy Gowrinathan has served as the Instructional Leader of the High School program since 2020.

SCHOOL OVERVIEW

KIPP Troy Prep, located in Troy, New York, currently serves students in grades K through 12 across three schools: KIPP Troy Prep Elementary School, KIPP Troy Prep Middle School, and KIPP Troy Prep High School. On July 1, 2022, the True North Troy Preparatory Charter School joined the KIPP Public Schools Network as part of the Institute-approved consolidation of True North Troy Preparatory Charter School with KIPP: Albany Community Public Charter Schools. At this time, KIPP: Albany Community Public Charter Schools was renamed KIPP Capital Region Public Charter Schools, and the True North Troy Preparatory Charter School became known as KIPP Troy Prep Charter School.

Creating KIPP Capital Region was driven by four main priorities: deepening and expanding our K-16 programming, increasing our Capital Region impact, collaborating for talent and developing deep talent pipelines, and expanding our regional school support team to ensure schools are better supported. Our schools are now supported by a 45-member regional team that includes deep academic and operational support to our schools to ensure students and teachers have the support they need to be successful.

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

In 2022-23, the school served 740 students in grades K-12. KIPP Troy Prep is open to all students in the surrounding communities. KIPP’s student population consists of approximately 59% African American, 23% Hispanic, 1% Asian, 1% American Indian, 1% Native Hawaiian and 11% Caucasian students. Approximately 87 percent of KIPP students are economically disadvantaged and 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, Shenendehowa, South Colonie, Waterford and Watervliet.

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
2020-21	64	66	66	63	66	67	68	69	65	72	42	25	27	760
2021-22	65	62	66	64	63	64	62	65	61	64	56	39	23	754
2022-23	63	63	64	63	59	62	64	61	59	64	49	41	28	740

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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 30th
2020-21	2017-18	2017	18	0	18
2021-22	2018-19	2018	26	3	29
2022-23	2019-20	2019	30	0	30

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	18	0	18
2021-22	2018-19	2018	23	5	28

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2022-23	2019-20	2019	30	3	33
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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	7	0	7
2021-22	2017-18	2017	21	1	22
2022-23	2018-19	2018	29	0	29

PROMOTION POLICY

High School Promotion: High school students will be promoted based on their academic performance in core courses (English, Math, History, Science, Foreign Language).

High School Failure of a Course Policy: Any student who fails one or two core courses (English, Math, History, Science, Foreign Language) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will be retained. Any student who fails three or more core courses will be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.

High School Summer School: Summer School is held for five full weeks over the summer as an opportunity for credit recovery for students who fail a course. Summer School credit recovery grades will replace the original course grades on the transcript. Summer School may begin as early as one week after the normal school year ends. To pass Summer School and earn credit recovery, students are required to:

- Be present for at least 90% of all Summer School class time
- Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments.
- Earn a grade of 70% or higher for the summer.

Summer School Credit Recovery Scale:

- HP (High Pass) = replacement grade on transcript of 75 = C
- P (Pass) = Replacement grade on transcript of 70 = C-
- F (Fail) = No replacement grade, student must repeat the course or repeat the grade

Required Classes and Credits

In 2022 - 2023, all Troy Prep scholars were required to complete the minimum 25 required course credits as outlined below. One weight bearing credit is at least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight.

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Content	Credits	Grade	Course Title	Frequency
English	4	9th	English I	<ul style="list-style-type: none"> ● 6-7x/week ● at least 50 min per day ● all 4 years ● 1 credit per year
		10th	Pre-AP English Literature or AP English Literature and Composition	
		11th	English II or AP English Language and Composition	
		12th	English Elective or AP English options	
Math	4	9th	Algebra I or Geometry	<ul style="list-style-type: none"> ● 6-7x/week ● at least 50 min per day ● all 4 years ● 1 credit per year
		10th	Geometry or Algebra II	
		11th	Algebra II or Pre-AP Calculus	
		12th	Pre-AP Calculus, AP Calculus AB, or AP Calculus BC	
History	3	9th	Pre-AP World History	<ul style="list-style-type: none"> ● 5x/week ● at least 50 min per day ● 3 years ● 1 credit per year
		10th	AP World History or World History II	
		11th	AP US History or US History I	
		12th	AP Seminar, AP Research, or History electives	
Science	3	9th	Pre-AP Biology	<ul style="list-style-type: none"> ● 5- 6x/week ● at least 50 min per day ● 3 years ● 1 credit per year
		10th	Pre-AP Chemistry	
		11th	AP Biology, AP Chemistry, AP Physics 1, Physics	
		12th	AP Biology, AP Chemistry, AP Physics 1, or AP Environmental Science	

GOAL 1: HIGH SCHOOL GRADUATION

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All students will complete high school.

Graduation Goal Measure 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.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent Earning 5+ Credits
2021	50	76%
2022	59	58%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	56	77%
2020	2021-22	48	89%
2021	2022-23	50	50%

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Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	17	16	94%
2018	2021-22	28	21	75%
2019	2022-23	33	26	79%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	22	17	77%
2018	2022-23	29	22	76%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	17	16	94%	334	87%
2018	2021-22	28	21	75%	255	86%
2019	2022-23	33	26	79%		

¹ 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.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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Graduation Goal Measure 6 - 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.

EVALUATION

As of 2022-23, none of our students have pathway exam results to report.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

KIPP Troy Prep achieved almost half of the 4 metrics within the graduation goal. Many first- and second-year students (58% and 76% respectively) earned the required number of credits to advance to the next grade level. 79 percent of students in their fourth year of high school graduated with a Regents diploma. Three students enrolled in high school equivalency programs. In addition, 76% of fifth year students have now graduated with a Regents diploma.

Unfortunately, the 2021 high school cohort did not achieve the metric that measures progress toward graduation by looking at the percentage of students who have passed at least three Regents exams by the completion of their second year. Falling short of the 75% target, only 50% of scholars earned a score of 65 or higher on at least three NYS Regents exams. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

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.	Partially Met
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 Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
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.	Unable to Assess

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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
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EVALUATION OF THE GRADUATION GOAL

Our charter school students achieved one and a half of the four graduation measures. Two key highlights of the 2022-23 academic school year that impacted our practices to guide students to graduate after four years:

ADDITIONAL CONTEXT AND EVIDENCE

The data we report has been impacted by the COVID exemptions since 2020. After the 2020 high school cohort departs, exemptions will no longer be in play except for fifth year students.

ACTION PLAN

In the 2023-24 school year, we will administer quarterly interim assessments in all five core subjects for grades 9-11. In addition, there will be office hours at the end of the school day for scholars to drop in for guidance and instruction.

Students are afforded the opportunity to earn credits as necessary. High School Summer School is held for two full weeks over the summer as an opportunity for credit Recovery for students who fail a course. Summer School credit recovery grades will replace the original course grades on the transcript. Summer School may begin as early as one week after the normal school year ends.

GOAL 2: COLLEGE PREPARATION

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

Our college counselor has built an extensive curriculum that outlines week by week what she covers with juniors and seniors who meet with her three times per week. We offer step by step activities for students and families to support and help them gain admittance into college. Decisions and financial aid information is also provided. The rigor of AP classes is targeted at preparing students for success once they enter a postsecondary environment. In addition to College Seminar classes, a high-level summary of the current timeline follows:

1. Family FAFSA night (hosted in September)
2. First college fair field trip to HVCC
3. Siena College Tour
 - a. Other tours are in the process of being scheduled
4. One on ones with families to complete the FAFSA
5. UAlbany ZOOM course on college essay writing (four sessions)
6. KIPP Senior Bootcamp – college essay writing help schedule for early October
7. Senior Signing Day – Late May

College Preparation Goal Measure 1 - Absolute

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

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

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Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Course	24	5	21%
SAT Reading	26	8	31%
SAT Math	26	6	23%
Overall	26	7	27%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

³ Schools use any method listed above, 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.

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Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	25	20	80%
2018	2021-22	21	18	86%
2019	2022-23	26	21	81%

SUMMARY OF THE COLLEGE PREPARATION GOAL

We can only evaluate two college preparation measures in 2022-23. Although we did not achieve 75% demonstrating college readiness, students will be given the option to take a college level course in the future which will give them actual experience at that level with supports provided by KIPP Troy Prep. We anticipate that 81% of the graduates have matriculated in college based on their shared plans. We are also working to develop our alumni network to keep in touch with our graduates.

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 Met
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.	Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

One of the two college preparation metrics was achieved based on the data we have available.

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

ACTION PLAN

To ensure students are prepared for college, KIPP Troy Prep will continue to develop the high rigor, college level offerings as well as the alumni network. Students at KIPP Troy Prep have the opportunity to take a variety of advanced placement courses, which allows them to experience the course demands while being supported by those they have come to know in our school community.

As our regional teaching and learning team engages in planning for the expanded high school educational program, we are working to fully align our program backwards from college graduation, drawing on resources such as our alumni network as we ensure we are providing students what they need to succeed in college and beyond. We have begun conducting research into the best practices of other high performing KIPP high schools around the country, as well as other high performing charter high schools. We have also begun to solicit feedback from students, parents, and community partners about their vision for an expanded KIPP Troy Prep high school, and we are using these inputs to inform our educational program design.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will achieve mastery of skills in English Language Arts

BACKGROUND

At the elementary and middle schools, teachers use the KIPP Wheatley curriculum for reading comprehension and KIPP Baldwin materials for writing. These curricula are aligned to New York State Standards, support critical thinking, and build knowledge and vocabulary through reading and writing in response to high quality, complex texts. For foundational literacy skills in the elementary school, teachers create their lessons using resources adapted from the Reading Mastery curriculum. However, KIPP Capital Region is currently participating in a pilot program with the KIPP Foundation to review our early literacy teaching practices, and we are evaluating early literacy curricular materials for use at KIPP Troy Prep. As a result of this pilot program, we identified a new phonics curriculum that will be implemented in 2023-24. Please see the Action Plan section for more information on this change. Additionally, starting in the 2023–2024 school year, KIPP Capital will join KIPP Foundation in assessing early literacy skills for all KIPP students across the country in 2nd grade using the research-based mCLASS DIBELS assessment.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	58	0	1	0	0	0	1	60
4	63	0	0	0	0	0	0	63
5	59	0	1	0	0	0	3	63
6	62	0	0	0	0	0	3	65
7	57	0	0	0	0	0	3	60
8	57	0	0	0	0	0	3	60
All	356	0	2	0	0	0	13	371

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Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	58	20	34%	52	20	38%
4	63	26	41%	54	22	41%
5	59	25	42%	52	20	38%
6	62	31	50%	49	26	53%
7	57	29	51%	47	25	53%
8	57	34	60%	47	30	64%
All	356	165	46%	301	143	48%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

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

⁵ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	52		
4	41%	54		
5	38%	52		
6	53%	49		
7	53%	47		
8	64%	47		
All	48%	301		

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

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2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	89.1	48.4	32.9	0.83
4	88.9	43.5	27.9	0.92
5	79.7	41.3	28.4	0.78
6	82.3	54.1	47.8	0.38
7	86.2	55.6	37.8	1.06
8	78.7	46.7	43.3	0.18
All	84.2	48.2	36.3	0.70

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

⁸ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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KIPP Troy Prep Charter School 2022-23 Reading i-Ready			
Grade	Percent Met Annual Typical Growth by EOY	Percent of Students Whose Placement Improved	Median Percent Progress to Annual Typical Growth
3	62%	65%	132%
4	38%	38%	43%
5	46%	43%	75%
6	59%	49%	119%
7	48%	43%	75%
8	56%	47%	147%

SUMMARY OF THE ELA GOAL

The charter school did not meet English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did meet the measure target of 0.3 overall effect size. The school did demonstrate some growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did meet this measure. Overall, 48% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 6, 7 and 8 were our high points with 53%, 53% and 60% scoring at levels 3 and 4 respectively. 3rd and 5th grade performed below our average with both at 38% proficient.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to Assess as the local district scores have not been made public as of November 3rd.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of 0.70.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of students in grades 3, 6 and 8 was greater than 100%.

ELA ACTION PLAN

KIPP Capital schools are implementing several changes in the 2023-24 school year to improve our ELA program and align with the science of reading. To guide this work, we added a Director of Foundational Literacy to our regional Teaching and Learning Team. This role provides support with curriculum, coaching cycles, and more, ensuring that all KIPP Capital schools have the support they need to implement the changes to our foundational literacy program. These changes include:

- **New Curricular Program:** We are introducing Amplify CKLA Skills as our core foundational literacy resource, replacing the Success for All Reading Roots and FastTrack Phonics program. We are making this change to align more closely with the science of reading, which emphasizes the importance of explicit, systematic instruction. Amplify CKLA Skills is a research-based program that uses a systematic scope and sequence and offers explicit skills instruction, the use of decodable texts, and time for differentiated instruction.
- **New Assessment Program:** As part of our focus on foundational literacy skills, we are introducing DIBELS, an assessment designed to assess the acquisition of literacy skills. DIBELS is administered three times per year for kindergarten, first, and second grade students, allowing teachers to identify which students are on grade level and which need additional support.

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DIBELS data can be used to create Tier II groupings and inform instruction. After Grade 2, students will take the iReady ELA assessment three times per year.

- Professional Learning: To prepare teachers for the changes in our ELA program, all K-2 ELA staff are participating in an intensive professional development program aligned with the science of reading beginning in Summer 2023. The program, Lexia LETRS, prepares teachers with skills to teach phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. The KIPP Capital foundational literacy working group first piloted LETRS in the spring of 2022-23 and determined that the program will benefit teachers as we transition to a structured literacy approach grounded in the science of reading.

In addition to the changes described above, KIPP Capital schools identified three data-based strategies for 2023-24 to support the priority of infusing data into every level of the instructional program. Each of these strategies include quantitative indicators, described below:

- Data-Informed Instructional Coaching: 80% of coaches can effectively coach a teacher to respond to data in class by: guiding the teacher to a deep understanding of the standard and content, to be able to name all anticipated responses and strategies and the conceptual understanding driving any errors and practicing an effective response with the teacher.
- Data-Informed Pedagogy: During class, 80% of teachers listen to student responses and monitor student work, analyze this data in the moment, and effectively respond to clear up misconceptions
- Data-Informed Small Group Instruction: 90% of sections in Grades 3-8 have designated and protected small group instruction time for Math and ELA, during which the teacher runs a personalized small group grounded in data every day. We are dedicating 30 minutes per day in both math and ELA to small group instruction to support this priority in 2023-24.

To support these strategies, KIPP Capital implemented new structures in the 2023-24 school year, including clear differentiated goals by school and progress monitoring benchmarks, a centralized data platform, clear data analysis templates and processes, and transformational coaching. We also improved our professional development program, coaching cycles, and assessment calendar.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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

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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.⁹

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

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)
2017	2020-21	25	3	10	45%
2018	2021-22	26	12	6	43%
2019	2022-23	30	24	1	17%

High School ELA Measure 2 - 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.

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.

⁹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁰ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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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 $(c)/(a-b)$
2017	2020-21	25	3	17	77%
2018	2021-22	26	12	12	86%
2019	2022-23	30	24	6	100%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

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High School ELA Measure 7 - Growth

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.

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.

All 14 of our 2019 Cohort students who scored at levels 1 and 2 on the NYS ELA exam in 8th grade received a COVID exemption for the NYS ELA Regents in high school.

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)
2017	2020-21	8	1	2	29%
2018	2021-22	7	0	0	0
2019	2022-23	14	14	0	0

High School ELA Measure 8 - Growth

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.

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.

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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)
2017	2020-21	8	1	6	86%
2018	2021-22	7	0	1	14%
2019	2022-23	14	14	0	0

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

KIPP Troy Prep achieved one of the two accountability metrics in the ELA goal that we are able to report on. Many students in the 2019 cohort received COVID exemptions for the ELA Regents. Of the 14 students who did not test at ELA proficiency in

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 Met
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.	Met
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	Unable to Assess (exemptions)

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	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.	
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.	Unable to Assess (exemptions)

ACTION PLAN

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

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in Mathematics

BACKGROUND

At the elementary and middle schools, teachers use the New York State standards-aligned Illustrative Math program, which KIPP Troy Prep adopted in SY2022–2023 when the schools joined the KIPP Network. Prior to SY2022–2023, KIPP Capital Region conducted a full curriculum review that included leader, teacher, and student participation and input. Ultimately, the region selected Illustrative Math for its strengths in accessibility, conceptual thinking, fluency, and application.

To support staff with the implementation of the new program, we provided extensive professional development prior to and during the 2022-23 school years to principals and assistant principals, instructional coaches, and teachers. We also began working with a consultant who is an expert in Illustrative Math in Spring 2023; the consultant will continue to provide support with year two of Illustrative Math in 2023-24. Additional support with our math program was provided by the regional Director of Math and the Math Associate, two roles that we added to the KIPP Capital regional team in 2022-23.

To measure student progress and proficiency in math, we administer iReady assessments in math three times per year for all grade levels. Students also take curriculum-embedded assessments from Illustrative Math. Finally, as with ELA, students in Grades 3-8 participate in school-created interim assessments twice per year that are designed using previous questions from NYS tests. These interim assessments are designed to prepare students for success on state tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	58	0	1		0	0	1		60
4	61	0	0		0	0	1		62
5	59	0	1		0	1	2		63
6	60	0	0		0	0	5		65
7	56	0	2		0	0	2		60
8	0	60	0		0	0	0		60
All	294	60	4	0	0	1	11	0	370

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	58	27	47%	51	25	49%
4	61	27	44%	52	24	46%
5	59	29	49%	51	24	47%
6	60	32	53%	48	26	54%
7	56	32	57%	46	29	63%
8						
All	294	147	50%	248	128	52%

Performance on a Regents Algebra 1 Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a Level 3	Number Tested
8	2022-23	Algebra 1	74%	54

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Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49%	51		
4	46%	52		
5	47%	51		
6	54%	48		
7	63%	46		
8				
All	52%	248		

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	89.1	50.8	32.9	0.87
4	88.9	41.7	25.7	0.86
5	79.7	27.4	25.6	0.10
6	82.3	25.8	26.1	-0.01
7	86.2	41.2	20.5	1.21
8				
All	85.2	37.2	26.4	0.58

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

KIPP Troy Prep Charter School 2022-23 Math i-Ready			
Grade	Percent Met Annual Typical Growth by EOY	Percent of Students Whose Placement Improved	Median Percent Progress to Annual Typical Growth
3	49%	71%	96%
4	43%	72%	83%
5	42%	53%	78%
6	63%	61%	152%
7	67%	61%	162%
8	57%	59%	170%

SUMMARY OF THE MATHEMATICS GOAL

The charter school fell short of meeting the mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did meet the measure target of 0.3 overall effect size. The school did demonstrate some growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
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EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - o The charter school did not meet this measure. Overall, 52% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 6 and 7 were our high points with 54% and 63% scoring at levels 3 and 4 respectively. 4th grade performed below our average with 46%. In addition, all our grade 8 students take Algebra 1, a Regents level course. In 2022-23, 74% passed the regents exam with a Level 3 or above.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o Unable to Assess
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did meet this measure, having an effect size of 0.58.
4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
 - o Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 6th through 8th grade students was equal to or greater than 100%.

MATHEMATICS ACTION PLAN

In the 2023-24 school year, we will continue to focus on implementing Illustrative Math, our new math curriculum, with fidelity. Our Illustrative Math consultant will continue to provide support in this area. In addition, several of the KIPP Capital region schools are participating in a KIPP Foundation professional learning community centered around Illustrative Math in the 2023-24 school year. This group, which includes teachers and instructional coaches from KIPP Capital schools and our regional director of math and math associate, will participate in professional development, site visits, and other support opportunities. The participating staff members will use their findings to support other staff with the implementation of Illustrative Math at each school.

As with ELA, we are also focusing on small group instruction in math in 2023-24. Teachers will provide 30 minutes of daily small group instruction in math, an increase from 2022-23.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
2017	2020-21	25	10	13	87%
2018	2021-22	26	23	12	63%
2019	2022-23	30	10	11	55%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	25	4	19	90%
2018	2021-22	26	23	19	100%
2019	2022-23	30	10	20	100%

High School Math Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

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High School Math Measure 7 - Growth

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.

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

High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

RESULTS AND EVALUATION

Troy Prep students do not take the New York State 8th Grade Mathematics Exam.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All of the Troy Prep 2019 Accountability Cohort students who were not exempt passed a math Regents with a 65% after their four years in high school. 55% of students who took a math Regents earned a Level 4.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
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.	Met
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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Unable to Assess
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.	Unable to Assess

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

KIPP Troy Prep achieved one of the two high school math metrics that we can report on in 2022-23.

ACTION PLAN

With support from the KIPP Capital Region staff and resources, we will continue to utilize the following strategies across subject areas:

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

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

In 2022-23, we introduced Amplify Science for K-7. Amplify Science is a K–8 phenomena science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify is aligned to the Next Generation Science Standards (NGSS) utilizing the three dimensions of science learning: science and engineering practices, cross cutting concepts and disciplinary core ideas.

Students in Grade 8 take a Regents level course, Living Environment/Biology.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

Science Measure 2 - Comparative

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

All grade 8 students take the NYS Living Environment course and the Regents exam.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	All Exempt	–	–
8	2021-22	Living Environment	54	36	67%
8	2022-23	Living Environment	53	32	60%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

All grade 8 students take a high school level science course and its accompanying Regents exam. In 2022-23, 60 percent of all students earned at least a Level 3 on the exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Unable to Assess
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

ACTION PLAN

In the 2023-24 school year, Amplify Science will be used for students in kindergarten through Grade 7 at KIPP Capital schools. In Grade 8, students will take Living Environment, with the expectation that all KIPP Capital students take the Living Environment Regents exam in Grade 8.

In 2023-24, one of our lead science teachers will facilitate regional science professional development for science teachers at all KIPP Capital schools. Previously, we have not had regional science professional development. We anticipate that this change will contribute to increased science proficiency and cohesion across our program.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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 in 2022-23. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Science 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)
2017	2020-21	25	7	17	94%
2018	2021-22	26	9	15	94%
2019	2022-23	30	8	22	100%

High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

With COVID exemptions, 100% of the 2019 accountability cohort earned high school Regents credit in science. 22 of the 30 students did take a science Regents exam and earned at least a 65.

Type	Measure	Outcome
Absolute	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.	Met
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

All students in the 2019 cohort received credit for passing a Regents in science.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	25	16	N/A	N/A
2018	2021-22	26	26	N/A	N/A
2019	2022-23	30	28	2	100%

Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	25	13	11	92%
2018	2021-22	26	26	N/A	N/A
2019	2022-23	30	25	5	100%

Social Studies Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Although most students completing the 2022-23 school year received an exemption for one or both the Social Studies Regents exams, many students took an AP course in history.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

All students in the 2019 cohort received credit for passing the Regents in US History and Global History.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The charter school continues to be in good standing in its accountability designation.