Truxton Academy Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Sara Petit-McClure and Kerryanne Schenck

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Kerryanne Schenck, Head of School and Sara Petit-McClure, former Head of School prepared this 2021-22 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)
Stuart Young	President	Executive, All Ex-Officio
Krysta Austen	Vice President	Executive, Marketing, Personnel, Nutrition
Korinne L'Hommedieu	Treasurer	Executive, Finance
Cindy Denkenberger	Trustee	Personnel, Curriculum, Educational Excellence
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Sarah Stevens	Trustee	Marketing
Dave Amberg	Trustee	Educational Excellence
Name	Office	Committees
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Name	Office	Committees
Name	Office	Committees
Name	Office	Committees

Sara Petit-McClure had served as the Head of School from 2019 through August 2022. Kerryanne Schenck started as Head of School for the 2022-2023 school year.

SCHOOL OVERVIEW

Truxton Academy Charter School opened in the fall of 2019. Currently, the school, located in the Homer School District, serves students in grade K-4 and will be growing to add a 5th grade class for the 2022-2023 school year. The school will continue to add grades until it is a K-6 elementary school in the 2023-2024 school year. Students at the school come from Cortland County and surrounding areas. During the 2021- 2022 school year, the school served students coming from 11 different school districts, with most students coming from Cortland City School District. The student population includes students who qualify for free and reduced meal prices (52%) through application or direct certification methods, students who receive academic and related services services because of an Individualized Education Plan (IEP) (6%) or a 504 plan (3%), and one student who is classified as an English Language Learner (1%).

The 2021-2022 school year consisted of in-person instruction as the main mode of instruction. Virtual learning was only given for short periods of time for individual students, based on their health or other needs. Class sizes in lowest grades, Kindergarten and first grade , were kept lower (16 or less per class) this year by creating a multi-grade classroom (K/1). Students were placed in Kindergarten, K/1, or 1st grade based on data from the 2020-2021 school year for returning students, and screening done for all new incoming students. Overall, our school grew from 56 students to 100 students with only adding 1 extra grade level (1 classroom). Class sizes in grades 2nd- 4th increased greatly from what they had been the previous year when COVID precautions limited the number of students that were placed in a classroom and our in classroom class size was capped at 12 in our largest class.

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
2019-20	22	8	13											43
2020-21	19	16	8	13										56
2021-22	21	22	20	18	19									100

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts: Students will be proficient readers and writers of the English language.

Background

We used Lucy Calkin's Readers' Writers' workshop curriculum for our English Language Arts curriculum. The Readers' Writers' workshop model is designed to provide students with a simple and predictable environment to work in so that teachers can do the complex work of observing students' progress and teaching to their needs. Students develop independent work habits and take ownership of their learning, while teachers take the time necessary to differentiate instruction and meet students where they are to help them achieve their learning goals. The Calkin's Workshop curriculum lends itself to support Project Based Learning by providing the framework for high quality instruction, while allowing for the flexibility of topic and materials to support ongoing project learning.

At the lower grade levels (K-2), the Reader's Workshop curriculum was augmented with phonics instruction guided by the Reading Readiness curriculum in kindergarten and the Scientific Spelling curriculum in 1st and 2nd grades. The ELA block consists of a time for phonics or spelling practice at all grade levels as well as a time for independent reading, shared reading, and read alouds. Small group instruction, as well as individual conferencing is provided at all grade levels.

Direct English Language Arts instruction was provided full time and in person during this school year. We had very limited remote instruction when specific students or classes were unable to make it to school for extended periods. Due to the requirements of isolation or quarantine during COVID illness or exposures, we saw a steep rise in student absences this year which impacted their ELA instruction.

Our 3rd grade students had one lead teacher throughout the school year. She was a second year teacher and this was her first year teaching 3rd grade. In 4th grade, we experienced many staffing changes throughout the year. The students had 4 different individuals, with varying levels of experience, teaching their math block throughout the one school year. For almost 3 months of the time, math for the 4th graders was taught by the Student Achievement Coordinator, pulling her away from some of the other work she would have been doing with teacher development of intervention services for students. This inconsistency in teaching staff created a less than ideal situation for the students in the grade. They did have a consistent teacher from February until the end of the year. This inconsistency in teaching staff also meant that the 3rd grade was without a teaching assistant for the first 2 months of school. In the original staffing plan, this teaching assistant was supposed to split their time between 3rd and 4th grade, but was instead, placed in a long term substitute position in the 4th grade classroom. This teaching assistant proved to not be a great fit for the school, left in April, and was replaced immediately with someone who has been a better fit for the students from an academic and social emotional standpoint.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 4th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	18					18
4	19					19
5						
6						
7						
8						
All	37					37

Results and evaluation

As seen in the table below, the ELA scores for both third and fourth graders scoring proficient and that were enrolled in at least their second year did not meet the goal: 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 did not meet the goal for ELA achievement, these scores do show that the proficiency rate for students who had been enrolled for at least 2 years, was higher than the proficiency rate of all students. This, paired with the NWEA MAP data below which shows our meeting of the growth goal for all students in ELA, indicates that the workshop structure and curriculum is having a positive impact on student achievement and that students who are staying with us are making gains. When

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

looking further at the test results and examining the two content areas tested on the State Assessment, we see that our students in both 3rd and 4th grade are weaker in writing than in reading. While our NWEA MAP scores also did not meet the 75% threshold for proficiency as set forth in the goal, they were much higher (43% in 3rd grade and 40% in 4th grade) than the state assessment proficiency percentages. This may be due to the fact that the state test has written passages and open responses that are required and the NWEA MAP assessment does not. This indicates writing as an area of need for the students in 2nd through 5th grade in the 2022-2023 school year.

This year, in addition to last, instruction and achievement was impacted by both attendance and social emotional factors. In the 2021-2022 school year, we had many students who had an increase in absences. Overall, we had 53% reach the chronically absent range, however, only 8% of those students had more than 10 unexcused absences. The majority of the absences were excused due to illness or quarantining requirements due to COVID exposures. Students' learning was also impacted by the pandemic and interruptions to their schooling from a social emotional perspective. We had many students who struggled in this area. We created social emotional groups and had our Student Achievement Coordinator lead these groups to assist students with these struggles. The struggles in this area impacted students' participation and ability to take in and process new information. Even with these struggles, all of our students did make growth academically in ELA and our reading levels increased on both the NWEA MAP assessment and the Fountas and Pinnell Running Record assessment.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	11.1%	18	14.3%	7
4	26.3%	19	36.4%	11
5				
6				
7				
8				
All	18.9%	37	27.8%	18

Additional Evidence

The 2020-2021 school year was the first year that our school had students in grades which participated in the state assessments. In the 2020-2021 school year, third grade was the highest grade level we had and these students took only part one of the assessments. During the 2020-2021 school year, our achievement was much higher in ELA than in the 2021-2022 school year. We had 62% of our 3rd graders score in the level 3 or 4 range in the 2020-2021 school year. This change is likely due to many of the factors named above.

Since the students did not participate in part two of the assessments, there was no writing that was required and the students were only assessed on the multiple choice portion of the exam. The data

from the 2021-2022 school year showed that the fourth graders form the 2021-2022 school year (who had taken the 3rd grade assessment in the 2020-2021 school year) and the third graders from the 2021-2022 school year performed worse on the portion of the test that included writing than the portion that assessed reading ability and comprehension. Additional factors impacting the test scores in ELA might also include attendance challenges, social emotional issues, and larger class sizes as noted above.

The 4th grade class during the 2021-2022 school year was also impacted by staffing challenges. Prior to the start of the school year, a 4th grade teacher was hired. Before the school year even started, she resigned for health reasons. We had a teaching assistant serve as a long-term substitute while looking to hire a permanent teacher. In October, we hired a permanent teacher who was brand new to the career. Despite the support she received, she was very overwhelmed and chose to leave in November. From November until mid-February, the Head of School and Student Achievement Coordinator shared teaching responsibilities for this class. Finally in mid-February a teacher started who remained with the students for the rest of the year. This disruption and inconsistency with instructional staff clearly had an impact, along with all of the other factors, on the 4th grade students' achievement.

The state test data and the NWEA MAP data, along with the Fountas and Pinnell running record assessment, show growth in all of our students in reading. The Reader's Workshop model, along with the supplemental phonics and spelling work appear to be effective in helping out students continue to grow as readers. 55% of the 3rd graders fell above the 50th percentile for growth in reading on the NWEA MAP assessment. In this same group on the Fountas and Pinnell running record, the students grew an average of 3.5 reading levels from the beginning of the year to the end of the year. The expected growth is 3 levels in one year. In 4th grade, our students showed less growth on the NWEA MAP assessment. This could be because of the staffing changes mentioned above. Only about 32% of the students showed a growth above the 50th percentile from the fall to the spring administration of this assessment. Even with this, however, the students still made expected growth on the Fountas and Pinnell running record assessment. The 4th grade class averaged a growth of 3 levels on this assessment.

Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

Results and Evaluation

At this point, the data from all schools has not been made public. Because of this, we are unable to make comparisons to area schools. We plan to compare our assessment results to both Homer Central School District and Cortland City School District. Our school is physically located within the boundaries of the Homer Central School District, but of the 11 school districts we had students from, the largest group resided in the Cortland City School District.

2021-22 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 2nd Year		All District Students- Homer	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	14.3%	7		
4	36.4%	11		
5				
6				
7				
8				
All	27.8%	18		

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students- Cortland	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	14.3%	7		
4	36.4%	11		
5				
6				
7				
8				
All	27.8%	18		

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

Additional Evidence

This section cannot currently be completed as the data from the other school districts is not available.

Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Internal exam results

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP ELA Growth Assessment

This assessment was administered 3 times during the school year. After each administration, teachers use the data to inform their instruction and help make decisions such as forming reading groups. This data is used in conjunction with Fountas and Pinnell running records as well as other supplemental checklist assessments from Fountas and Pinnell. The 2021-2022 school year was the second year that the school used the NWEA MAP Growth assessment. During this year, we had 2 of our 6 teachers (kindergarten and 3rd grade) who were new to giving this assessment and interpreting the data. In general, our teachers are still working on developing their understanding of this assessment and using the data in their instructional planning.

The NWEA MAP assessment data shows that our 3rd and 4th grade students met the goal for growth on the ELA assessment. When looking at all the students, the median growth percentile for 3rd and 4th graders (our only testing grades at this point), was 50 percent, meeting the goal as set by the Institute. When parsing out subgroups (low initial achievers, students with disabilities, and students who have been with us for at least 2 years), we did not achieve the same level of growth, but did achieve growth. In the subgroup of students with disabilities, we have such a small sample size that this data is not necessarily reliable, but we still want to track it to ensure that students in this subgroup are growing.

In comparing the NWEA MAP ELA Growth assessment achievement scores to the NYS assessment ELA assessment scores, we see that the scores are not consistent. We have a much higher rate of proficiency on the NWEA MAP ELA assessment than on the NYS ELA assessment. While individual test days do vary for students, we attribute this change in part to the content of the test. The NWEA MAP growth assessment only has multiple choice or fill-in the blank/ matching type questions, whereas the NYS assessment includes written responses to passages as well.

2021-22 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	31	50	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	23	38	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	51.5	3	19	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	17	41%	No

End of Year Performance on 2021-22 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[3]	Number Tested	Percent Proficient	Number Tested
3	33%	18	43%	7
4	35%	17	40%	10
5				
6				
7				
8				
All	34%	35	41%	17

End of Year Growth on 2021-22 NWEA MAP ELA Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	56	17
4	43	14
5		
6		
7		
8		
All	50	31

Additional CONTEXT AND Evidence

Teachers regularly assessed reading growth over the school year using Fountas & Pinnell's running records and other word tests in grades K-4. Students were assessed at the beginning of the year in September, mid-year in January, and at the end of the year in June. Results of these assessments indicate that grades 2, 3, and 4 met or exceeded the expected average growth in reading levels. Kindergarten and grade 1 did not meet the expected average growth in reading levels.

It is likely that the continued COVID pandemic and its related school absences impact reading growth at this time. Due to student or family illness and COVID exposures, many of our students had extended and repeated absences from school, thereby missing instructional time. Additionally, many of our students did not have a regular, in-person and full time school experience the previous school year (2020-21). Evidence indicates that this impacts our youngest students the most, with less reading growth demonstrated in Kindergarten and 1st grade.

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

June Running Record Levels						
Grade	**Below**	**On**	**Above**		**Expected Growth from BOY**	**Average Growth from BOY**
K	14	3	2		4 levels	2 levels
1st	8	9	3		6 levels	5 levels
2nd	12	5	1		3 levels	4 levels
3rd	4	3	11		3 levels	3.5 levels
4th	8	2	9		3 levels	3 levels

This table illustrates the end of the year reading levels and average growth across grade levels.

Summary of the English Language Arts Goal

Overall, the school did not meet the English Language Arts Goal for the 2021-2022 school year. The school will continue to use data from the state assessment and other assessments. We do not yet have comparative data to compare the performance of our students to students from other schools. We are confident that our use of data collected from the sources above will facilitate continued growth toward achievement of our Accountability Plan goals, including this one.

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.	Unknown
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.	N/A
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
	[Write in additional measure here]	

Action Plan

We will continue to use NWEA Map and Fountas Pinnell reading assessments to measure and track student progress and achievement in the 2022-2023 school year. Additionally, we have provided teachers with the New York State Writing Evaluation Rubrics to assess writing within their classroom. We are working to align curriculum so that all students are taught with the same common language from grade level to grade level and also keeping things in alignment with our component districts. This means that new curriculum has begun to be introduced to grades K-1 and that 2nd grade and 4th grade teachers are using some of the components to the new curriculum to prepare students in those grades for this significant change. In addition to changes in curriculum, we have also hired a social worker to work with students on social and emotional needs. We feel the addition of this position will improve our academic performance and our attendance.

GOAL 2: MATHEMATICS

Goal 2: Mathematics: Students will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Background

During the 2021-2022 school year, all grades in the school, K- 4 utilized the Investigations 3 math curriculum. This year, we did some professional development work with teachers around word problems in response to data from the 2020-2021 school year. Teachers used the models of problem solving from Cognitively Guided Instruction to augment the instruction from the Investigations 3 curriculum. This professional development resulted in an increase of word problems being done at all grade levels and also increased the variety of problem types being utilized in math instruction.

Our 3rd grade students had one lead teacher throughout the school year. She was a second year teacher and this was her first year teaching 3rd grade. In 4th grade, we experienced many staffing changes throughout the year. The students had 4 different individuals, with varying levels of experience, teaching their math block throughout the one school year. For almost 3 months of the time, math for the 4th graders was taught by the Head of School, pulling her away from other responsibilities such as teacher observation and giving feedback to teachers at other grade levels. This inconsistency in teaching staff created a less than ideal situation for the students in the grade. They did have a consistent teacher from February until the end of the year. This inconsistency in teaching staff also meant that the 3rd grade was without a teaching assistant for the first 2 months of school. In the original staffing plan, this teaching assistant was supposed to split their time between 3rd and 4th grade, but was instead placed in a long term substitute position in the 4th grade classroom. This teaching assistant proved to not be a great fit for the school, left in April, and was replaced immediately with someone who has been a better fit for the students from an academic and social emotional standpoint.

Instruction throughout the school year was given primarily through in-person methods. Some students in grades 3 and 4 did attend virtually for short periods of time when they were out for illness or quarantine, but this was not the norm. Due to the requirements of isolation or quarantine

during COVID illness or exposures, we saw a steep rise in student absences this year which impacted their math instruction and learning.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 4th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[4]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	18					18
4	19					19
5						
6						
7						
8						
All	37					37

Results and evaluation

As seen in the table below, the math scores for both third and fourth graders scoring proficient and that were enrolled in at least their second year did not meet the goal: 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State math examination for grades 3-8.

While we did not meet the achievement goal set, these scores do show that the proficiency rate for students who had been enrolled for at least 2 years, was higher than the proficiency rate of all students. This, paired with the NWEA MAP data below which shows our meeting of the growth goal for all students in math, indicates that our curriculum is having a positive impact on student achievement and that students who are staying with us are making growth. When looking further at the test results and examining the content areas tested on the State Assessment, we see that our

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

students in both 3rd and 4th grade have a weakness in fractions. 4th grade students also struggled in the area of place-value and operations in a base-ten system. These will be focus areas for the current school year.

While our NWEA MAP scores also did not meet the 75% threshold for proficiency as set forth in the goal (for students in at least their 2nd year), they were much higher (57% in 3rd grade and 20% in 4th grade) than the state assessment proficiency percentages. This may be due to the fact that the state test has written passages and open responses that are required and the NWEA MAP assessment does not. It is clear that the inconsistency in instructional staff likely played a large part in the 4th grade students' achievement in math.

This year, in addition to last, instruction and achievement was impacted by both attendance and social emotional factors. In the 2021-2022 school year, we had many students who had an increase in absences. Overall, we had 53% reach the chronically absent range, however, only 8% of those students had more than 10 unexcused absences. The majority of the absences were excused due to illness or quarantining requirements due to COVID exposures. Students' learning was also impacted by the pandemic and interruptions to their schooling from a social emotional perspective. We had many students who struggled in this area. We created social emotional groups and had our Student Achievement Coordinator lead these groups to assist students with these struggles. The struggles in this area impacted students' participation and ability to take in and process new information. Even with these struggles, all of our students did make growth academically in math and students show growth on the NWEA MAP Math Growth assessment.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	1.1%	18	28.6%	7
4	0.5%	19	9.1%	11
5				
6				
7				
8				
All	8.1%	37	16.7%	18

Additional Evidence

The 2020-2021 school year was the first year that our school had students in grades which participated in the state assessments. In the 2020-2021 school year, third grade was the highest grade level we had and these students took only part one of the assessments. During the 2020-2021 school year, our state test results showed math as an area of need overall in comparison with ELA. We had only 23% of our 3rd graders score in the level 3 or 4 range on the math assessment in the 2020-2021 school year. This year's numbers for the same group of students were lower with only about 9% of the students scoring in the level 3 or 4 range on the math assessment.

Since the students did not participate in part two of the assessment last year, there was no requirement to show work and the students were only assessed on the multiple choice portion of the exam. It is possible that the added requirement for showing and explaining work in part 2 of the assessment may have contributed to the 4th grade students not performing as well as the previous year. Additional factors impacting the test scores in math at both tested grades likely also include attendance challenges, social emotional issues, and larger class sizes as noted above.

The 4th grade class during the 2021-2022 school year was also impacted by staffing challenges. Prior to the start of the school year, a 4th grade teacher was hired. Before the school year even started, she resigned for health reasons. We had a teaching assistant serve as a long-term substitute while looking to hire a permanent teacher. In October, we hired a permanent teacher who was brand new to the career. Despite the support she received, she was very overwhelmed and chose to leave in November. From November until mid-February, the Head of School and Student Achievement Coordinator shared teaching responsibilities for this class. Finally in mid-February a teacher started who remained with the students for the rest of the year. This disruption and inconsistency with instructional staff clearly had an impact, along with all of the other factors, on the 4th grade students' achievement.

The NWEA MAP data show growth in all of our students in math, despite not meeting the goal for the math state assessment. 61% of the 3rd graders fell above the 50th percentile for growth in reading on the NWEA MAP assessment. In 4th grade, our students showed less growth on the NWEA MAP Math Growth assessment than the 3rd graders did. This could be because of the staffing changes mentioned above. Only about 32% of the students showed a growth above the 50th percentile from the fall to the spring administration of this assessment.

Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

Method

A school compares 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.[5]

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

Results and Evaluation

At this point, the data from all schools has not been made public. Because of this, we are unable to make comparisons to area schools. We plan to compare our assessment results to both Homer Central School District and Cortland City School District. Our school is physically located within the boundaries of the Homer Central School District, but of the 11 school districts we had students from, the largest group resided in the Cortland City School District.

2021-22 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 2nd Year		All District Students- Homer	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	28.6%	7		
4	9.1%	11		
5				
6				
7				
8				
All	16.7%	18		

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students- Cortland	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	28.6%	7		
4	9.1%	11		
5				
6				
7				
8				
All	16.7%	18		

Additional Evidence

This section cannot currently be completed as the data from the other school districts is not available.

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Internal exam results

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in Math: NWEA MAP Math Growth Assessment

This assessment was administered 3 times during the school year. After each administration, teachers use the data to inform their instruction and help make decisions such as forming RTI groups and what skills to have students review in morning math work. This data is used in conjunction with Investigations 3 curriculum assessments. The 2021-2022 school year was the second year that the school used the NWEA MAP Growth assessment. During this year, we had 2 of our 6 teachers (kindergarten and 3rd grade) who were new to giving this assessment and interpreting the data. In general, our teachers are still working on developing their understanding of this assessment and using the data in their instructional planning.

The NWEA MAP assessment data shows that our 3rd and 4th grade students met the goal for growth on the math assessment. When looking at all the students, the median growth percentile for 3rd and 4th graders (our only testing grades at this point), was 51 percent, meeting the goal as set by the Institute. When parsing out subgroups (low initial achievers, students with disabilities, and students who have been with us for at least 2 years), we did not achieve the same level of growth, but did achieve growth. In the subgroup of students with disabilities, we have such a small sample size that this data is not necessarily reliable, but we still want to track it to ensure that students in this subgroup are growing.

In comparing the NWEA MAP Math Growth assessment achievement scores to the NYS assessment Math assessment scores, we see that the scores are not consistent. We have a much higher rate of proficiency on the NWEA MAP Math assessment than on the NYS ELA assessment, particularly in 3rd grade. While individual test days do vary for students, we plan to look more into the alignment of these two tests to ensure that we are monitoring progress in the best way possible moving forward. It is clear that 3rd graders made more growth and had higher achievement on both the MAP NWEA Math Growth Assessment and the NYS Math Assessment than 4th graders in the 2021-2022 school year and this is likely attributable to the staffing challenges faced by the 4th grade classroom. We will closely monitor data in 4th grade during the upcoming school year to see if other changes are needed.

2021-22 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	33	51	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	10	51.5	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	51	3	19	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	17	35%	No

End of Year Performance on 2021-22 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[6]	Number Tested	Percent Proficient	Number Tested
3	38%	18	57%	7
4	17%	18	20%	10
5				
6				
7				
8				
All	28%	36	35%	17

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

End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	52	18
4	30	15
5		
6		
7		
8		
All	51	33

Additional CONTEXT AND Evidence

Teachers regularly assessed growth in mathematics throughout the year using the Investigations 3 curricular assessments in grades K-4 as well as a number sense screener in grade K and 1 which is published by Frontline Education. Students were assessed at the beginning of the year in September, mid-year in January, and at the end of the year in June. Results of these assessments indicate a continued need for growth in math and continued professional development in math for our teachers.

It is likely that the continued COVID pandemic and its related school absence, as well as staffing changes in the 4th grade classroom negatively impacted the math growth and achievement of our students at this time. Due to student or family illness and COVID exposures, many of our students had extended and repeated absences from school, thereby missing instructional time. Additionally, many of our students did not have a regular, in-person and full time school experience the previous school year (2020-21). Evidence indicates that students at all grade levels were impacted in their math achievement and understanding by the disruptions in schooling caused by the pandemic.

Summary of the ELEMENTARY/MIDDLE MATHEMATICS Goal

Overall, Truxton Academy did not meet the Math Goal for the 2021-2022 school year. The school will continue to use data from the state assessment and other assessments. We do not yet have comparative data to compare the performance of our students to students from other schools. We are confident that our use of data collected from the sources above will facilitate continued growth toward achievement of our Accountability Plan goals, including this one.

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.	Unkown
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.	N/A
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
	[Write in additional measure here]	

Action Plan

We will continue to use NWEA Map and Investigations 3 curriculum based assessments to measure and track student progress and achievement in the 2022-2023 school year. Based on our evaluation of our multiple assessment results, we noticed that students need a better understanding of fractions and numbers and operations in base tens along with continued support of word problems. Our Student Achievement Coordinator will continue to work with teachers on understanding the implementation of the Investigations 3 math curriculum. Additional professional development will include continued work with using a CGI framework in all grades, and applying this to work with fractions in grades 3-5. In the upcoming school year, the administration and instructional team will work together to increase proficiency in using progress monitoring data to inform instruction and planning to better target areas of need, particularly in math.

GOAL 3: SCIENCE

Goal 3: Science

All Students will demonstrate competency in using technology and applying scientific concepts, reasoning and principles.

Background

Our science curriculum incorporated both the FOSS science investigation kit and teacher created investigations to involve science learning in project based learning and other interdisciplinary projects. During the fall and spring, teachers conduct much of their science instruction outside using the garden and the natural environment. Teachers also incorporate projects of various lengths into their science learning. During the 2021-2022 school year, students completed projects based around agriculture and environmental science at various grade levels. Additionally, we offered 2 science-based after school programs (one for 4th grade and one for 2nd and 3rd graders) which were optional for students to participate in. Students who participated in the 4th grade after school option developed an independent science fair project and three of these students went to the Regional Science Fair in the Spring.

Elementary AND MIDDLE Science

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in the spring of 2022. All students participated in this exam. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measurement requires students enrolled in at least their second year to score at proficiency.

Results and evaluation

We exceed the 75% of all tested students enrolled in at least their second year goal by leaps and bounds with 91% of these students achieving scores of proficient or higher on this assessment.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	91%	11
8		
All	91%	11

Additional Evidence

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

Student science learning was assessed by teachers in the classroom and related to learning in other academic areas including ELA and mathematics through project based learning. Additionally, science skills were strengthened through the addition of a STEAM class which students participated in weekly.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Additional CONTEXT AND Evidence

Summary of the Elementary/MIDDLE Science Goal

The School has exceeded the goal for performance on the 4th grade science assessment for the 2021-2022 school year.

Action Plan

We continue to create and implement rubrics to assess science for our school. We have adopted an agriculture curriculum and hired an agriculture teacher to work with classroom teachers and teach students 1 time a week on environmental studies and agriculture. Elements of this curriculum are

directly aligned with science and therefore, we expect to continue to exceed expectations on these science goals.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: 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

At this point, no ESSA accountability has been assigned to our school.

Additional Evidence

Accountability Status by Year

Year	Status
2019-20	N/A- first year opened with K-2 only
2020-21	N/A- COVID operations
2021-22	

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

In addition to various surveys throughout the year to gauge the effectiveness of our hybrid model of learning, at the end of the year, we sent home a digital parent survey to get feedback on the year. This survey asked about learning modality in addition to the experience of students with regards to academic and social emotional progress from the parent perspective. This is designed to help us meet student needs and inform our growth, planning, and professional development.

This survey used statements and a five point scale to show agreement or disagreement. The survey was submitted anonymously, but we did ask for grade level and teacher's name so we can look for trends within certain classes as well as on the whole school level if needed.

During the 2021-2022 school year, we also sent out a survey mid-year to get feedback from families. That survey indicated overall satisfaction, and also a desire for more outdoor time for learning activities and more agricultural activities. We increased both of these in the Spring and many parents positively noted the increase in the end of the year survey.

Results

The parent responses showed high satisfaction rates overall, although we had a lower participation rate this year with 38% return rate rather than a 55% return rate like last year. The overall satisfaction rate on the survey was 84% indicating that 84% of the respondents felt satisfied or very satisfied with their child's overall experience at Truxton Academy. Parents felt that academic growth, and instructional staff's ability to engage their child in learning were relatively high. Satisfaction with social emotional support and school communication, while still over 80% was lower than the other 2 areas. There appeared to be less satisfaction with instructional staff's ability to know the individual child and encourage individuality and curiosity, although more than 75% of families who responded did express satisfaction with this aspect of school as well.

2021-2022 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
32	85	38%

2021-2022 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied or above
Student Engagement	89%
Academic Growth	86%
Social Emotional Support	82%
Encouraging individuality and curiosity	79%
School Communication	86%

Evaluation

The overall growth and parent satisfaction is a testament to the hard work our whole staff did this year to really meet students' needs during the very challenging times which continued as the pandemic continued and our school grew. The results are evidence that while we will continue to improve our practice as we grow, parents feel that we are helping their students grow as students and as whole people. While we met the goal of satisfaction with more than ⅔ of the responding

families expressing satisfaction with our school curriculum and programming, we still did not meet the return rate of ⅔ of our families returning and completing the survey. Next year, we will send the survey out earlier in the hopes of being able to send out more reminders. Additionally, we will attempt to send paper copies as well as the electronic one to families who need a different version.