

INSTRUCTIONS / NOTES

FOR 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. **Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report.** As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. The template for reporting a norm-referenced test growth measure for elementary/middle school grades in the Accountability Plan appears on page 68. The template for reporting a norm-referenced test growth measure for high school grades appears on page 70. Present the respective results at the end of the English language arts (“ELA”) and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
 - b) With the approval of the state’s ESSA plan and phase-out of pre-Common Core Regents exams, the Institute also updated and modified the required measures for schools enrolling students in 9th – 12th grades. The changes include the refinement of reporting on Regents Performance Level achievement, the inclusion of additional comparative measures of Regents achievement, the inclusion of growth measures for low performing 8th grade students, the inclusion of an additional index score of college preparation, and the collapse of some stand-alone measures of college preparation into one comprehensive measure. All SUNY-authorized high schools should report on the new measures included in this template. High schools enrolling at least a 12th grade class this year and in the middle of a charter term may choose to additionally report the previously required set of measures at the end of this template.
 - c) In contrast to previous years, the Institute has re-organized the goals in this template, with the High School Graduation and College Preparation Goals listed before the subject area achievement goals. This order reflects the relative importance of the goals and indicates the Institute’s general emphasis when evaluating the success of college prep high school programs.
 - d) Beginning in 2017-18, the Institute includes a 4+1 Pathway measure under the High School Graduation goal in order to capture the performance of schools that elect to



pursue multiple pathways as part of their program. Schools should still report on all measures under the Social Studies goal to the extent that they are still applicable.

- e) For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2016-17 results. (The 2017-18 results are not yet available.)
5. Please do not include these instructions or the reference guide below in a submitted report.



REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

**True North Rochester Preparatory
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 12, 2018

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The Directors of Operations prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Geoffrey Rosenberger	Chair
Jean Howard	Trustee
Jim Ryan	Trustee
Ronald Zarella	Trustee
Rebecca Sumner	Trustee
Joshua Phillips	Trustee
James Barger	Trustee
James Costanza	Trustee
Ebony Miller-Wesley	Trustee

Patrick Pastore has served as the Principal of the Middle School since 2013, Jaimie Brillante has served as the Principal of the Elementary School since 2012, and Ted Eckert has served as Principal of the High School since 2018.

The mission of True North Rochester Preparatory Charter School ("Rochester Prep") is to prepare all students to enter and succeed in college through effort, achievement and the content of their character. All Rochester Prep students will demonstrate excellence in reading, writing, math, science, and history, while consistently exemplifying the virtues of diligence, integrity, responsibility, compassion, perseverance and respect.

Rochester Prep ensures that students develop the skills, knowledge, and character necessary to grant them full access to opportunity and prosperity, including enrollment and success in college. The school features a rigorous academic program that guides students to meet the highest standards and at the same time develops young men and women of character and integrity.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	90	91	90	86	79	93	88	78	55					750
2014-15	89	89	89	84	85	87	90	79	56	39				787
2015-16	87	89	85	90	92	89	87	83	65	78	31			842
2016-17	88	88	89	91	90	87	89	77	74	93	76	27		989
2017-18	89	91	88	90	86	92	92	90	76	123	84	68	30	1099

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	n/a	n/a	n/a

2016-17	2013-14	2013	n/a	n/a	n/a
2017-18	2014-15	2014	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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	n/a	n/a	n/a
2016-17	2013-14	2013	n/a	n/a	n/a
2017-18	2014-15	2014	30	0	30

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	n/a	n/a	n/a
2016-17	2012-13	2012	n/a	n/a	n/a
2017-18	2013-14	2013	n/a	n/a	n/a

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

100% of students will graduate Rochester Prep high school.

Goal 1: Leading Indicator

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

METHOD

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

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students who meet the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students who graduate with a Regents diploma with advanced designation will exceed that of the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam or a College Level Examination Program (CLEP exam), or by passing a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

RESULTS AND EVALUATION

The table below shows the percent of students in first and second year cohorts that earned the required number of credits in 2017-18. Rochester Prep met the absolute measure of percent promoted.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	80	89%
2017	120	93%

ADDITIONAL EVIDENCE

Rochester Prep has a strong performance in this measure.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The table below shows the percent of students in their second year passing three Regents exams by cohort. The 2014 Rochester Prep cohort has 72.1% of students passing three Regents, the 2015 cohort has 76.2% passing three Regents, and the 2016 cohort has 66.3% already passing three Regents. This was based on performance level rather than scaled score.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	30	72.1%
2015	84	76.2%
2016	89	66.3%

ADDITIONAL EVIDENCE

Additional evidence that the school is maintaining a high level of performance is the percent of students from these cohorts who have already passed five regents. From the 2014 cohort, 40.9% have passed five regents, 36.9% of the 2015 cohort have passed five regents, and 33.7 of the 2016 cohort have passed five regents already.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

The 2014 cohort is the first graduating class from Rochester Prep High School. All 28 members of the cohort graduated in four years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	n/a	n/a
2013	n/a	n/a
2014	30	83%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	n/a	n/a
2012	n/a	n/a
2013	n/a	n/a

ADDITIONAL EVIDENCE

Rochester Prep is thrilled about the success of the first cohort of high school students and eagerly anticipates the maintenance of this high level of performance as future cohorts graduate at high rates.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district

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

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

of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Results from the school district of comparison are unavailable and thus comparisons cannot be drawn.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012				
2013				
2014	30	83%		

ADDITIONAL EVIDENCE

Results from the school district of comparison are unavailable and thus comparisons cannot be drawn.

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep High School does not offer alternative pathways to graduation.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Rochester Prep High School just celebrated its first graduating class, the 2014 cohort. With an 83% graduation rate the absolute and leading indicator goals were met while the school fell shy of the goal of 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. Overall, Rochester Prep is extremely proud of the first graduating class and eagerly awaits continued and expanded successes from future cohorts.

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.	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.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not available
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.	N/a

ACTION PLAN

Rochester Prep is taking several actions to continue to improve performance for its students. These actions steps relate to the Common Core, Remediation, Observation & Feedback, and Expansion.

Common Core

First, in the 2013-14 school year, Rochester Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In 2014-15, Rochester Prep made changes to the curriculum to further align with the Common Core Learning Standards. At Rochester Prep middle school, we will now have one 2 hour Math class each day. This aligns more accurately to the Common Core Learning Standards, whereby students' will not only be responsible for mathematics operations, but communicating the procedure behind the operation. In addition, Rochester Prep will continue to partner with the other Uncommon Schools located in New York State to procure

externally-developed, Common Core-aligned interval assessments. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching mathematics.

Remediation

Second, we have implemented additional float blocks outside of the regular 5 classes. There is also a greater focus on student writing in weekly check-in meetings.

Observation & Feedback

Teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies. The English Instructional Leader has increased the frequency of meetings with the English team and is utilizing Real Time Feedback during lessons to make the lesson more impactful.

Furthermore, our teachers once again this year were exposed to regular "Cross Regional Professional Development," where they will work with, learn and share best practices with instructional leaders from all Uncommon Schools.

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This coming year Rochester Prep Middle School is receiving its fifth cohort of students from our Elementary school. The majority of our incoming 5th graders is no longer "new" to Rochester Prep, but has been with our school system for 1-5 years already. As is demonstrated from the NYS Math results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. As the elementary students continue to rise into the middle school and middle school students rise into the high school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Rochester Prep's goal is to help every student get to and through college.

Goal 2: Absolute Measure

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

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;

- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

53.4% of students achieved the college preparation indicators by either passing an AP exam or meeting the SAT exam CCR benchmark. This does not meet the 75% goal.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed AP exam	30	5	16.7%
SAT CCR benchmark	30	11	36.7%
[Write indicator here]			
[Write indicator here]			
Overall	25	16	55.3

ADDITIONAL EVIDENCE

This was the first graduating class from Rochester Prep High School. As more classes graduate in the future we will be able to draw more comparisons over time.

Goal 2: Absolute Measure

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

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Information not available

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		N/A	
2016-17	2013		N/A	
2017-18	2014	30	TBD	131.03

ADDITIONAL EVIDENCE

Information not available.

Goal 2: Comparative Measure

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Information not available

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	131.03	

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The school exceeded the measure of 75% matriculation by 10%. The information was gathered through surveying the students for their post-graduation plans.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012			
2013			
2014	28	24	85%

SUMMARY OF THE COLLEGE PREPARATION GOAL

This year, Rochester Prep High School did not meet the absolute goal of 75% of graduating students will demonstrate their preparation for college by one or more of the indicators of college readiness. We do not yet know the outcome of the indicators for the absolute and comparative measures of CCRI. Lastly, we met the absolute goal of 75% percent of graduating students will matriculate into a college or university in the year after graduation.

Type	Measure (Accountability Plan from 2012-13 or later)	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.	Not available
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not available
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

While Rochester Prep is very pleased with its graduation and college matriculation rates, there is still some room for improvement. We have been building out a more robust College Access & Success program to improve services that assist students with college preparation, applications, scholarship applications, loan applications, etc. Additionally, over the past year Rochester Prep has made great strides in expanding SAT and AP test preparations and expect that in the coming years the absolute metric of demonstrating preparation for college will be improved. Indeed, 8 students from the 2015 cohort have already passed an AP exam and 19 have either passed an AP exam or met the SAT CCR benchmark.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

Rochester Prep's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Rochester Prep middle school created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. During the 2013-2014 school year, Rochester Prep began to develop its scopes, sequences, and assessments in alignment with the Common Core Learning Standards. Rochester Prep continued to refine this process during the past three school years.

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

Rochester Prep's ELA program emphasizes both strong reading and strong writing. In reading the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary and comprehension. In the elementary school grades (K-4) there are 3 literacy blocks of 50 minutes each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the 3 literacy blocks.

In the middle school grades (5-8), in 2014-2015 we moved away from separate Reading and Writing classes. Instead, students had a 2 hour English class. This was done again this year as it aligns more accurately to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

Every year Rochester Prep provides teachers with an intense training program where we instruct teaching and student behavior management techniques and strategies to employ in their classrooms and throughout the school. We achieve complete consistency throughout the school with regard to behavior and academic standards.

Additionally, all staff meets one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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 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 8th grade in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	15	1	0	1	90
4	91	9	1	0	2	93
5	87	13	0	0	2	89
6	87	9	0	0	3	90
7	82	20	3	0	1	83
8	73	11	2	0	1	74
All	509	77	7	0	10	519

RESULTS AND EVALUATION

Below is a table summarizing our performance for all students and those enrolled in at least their second year. Rochester Prep students in at least their second year achieved an overall proficiency of 49%. Rochester Prep fell short of meeting the first Absolute measure of its accountability plan by 26%. While, as evidenced by the table below, the Rochester Prep ELA program improved in 2017-18, school leaders acknowledge that there is much work to be done in the area of ELA performance. Rochester Prep will continue to make improvements, which school leaders expect to lead to increased ELA performance. We believe our intentional approach to ELA is a key driver of our success and that the impact of these programs will compound going forward. We have continued to focus on making writing rigorous and demanding across the curriculum as the lever of future growth and a predictor of college success.

Performance on 2017-18 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	54%	89	55%	84
4	66%	91	68%	73
5	28%	87	30%	73
6	51%	87	55%	67
7	38%	82	43%	67
8	36%	73	41%	59
All	48%	509	49%	423

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.

ADDITIONAL EVIDENCE

As evidenced below, Rochester Prep has shown year-to-year growth in ELA proficiency, maintaining a high level of performance. Over the past three years, overall proficiency has gone from 42.3% to 45% to 49%, reflecting Rochester Prep's commitment to improving ELA performance.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	49.4%	79	58%	78	55%	84
4	64.6%	79	55%	77	68%	73
5	42%	81	32%	66	30%	73
6	33.8%	68	40%	77	55%	67
7	30.6%	62	40%	65	43%	67
8	26.6%	64	44%	63	41%	59
All	42.3%	433	45%	426	49%	423

Goal 3: 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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The MIP is unavailable and thus a comparison to Rochester Prep's performance index cannot be made.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
509	21	32	35	12

$$PI = 32 + \frac{35}{35} + \frac{12}{12} + \frac{12}{(.5)*[?]} = 79 + 47 + 6 = 132$$

Goal 3: 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.⁵

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District in every grade. Overall, Rochester Prep performed 37.5% better in ELA for grades 3-8.

2017-18 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	Number Tested	Percent	Number Tested
3	55%	84	17%	2146
4	68%	73	13%	2072
5	30%	73	7%	1979
6	55%	67	13%	1780
7	43%	67	6%	1532
8	41%	59	11%	1420
All	49%	423	11.5%	10929

ADDITIONAL EVIDENCE

As evidenced below, year over year Rochester Prep significantly outperforms the Rochester City School District both at every grade and overall.

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](#).

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	49.4%	8%	58%	10%	55%	17%
4	64.6%	8%	55%	8%	68%	13%
5	42.0%	5%	32%	6%	30%	7%
6	33.8%	6%	40%	5%	55%	13%
7	30.6%	5%	40%	7%	43%	6%
8	26.6%	6%	44%	9%	41%	11%
All	42.3%	6.7%	45%	8%	49%	11.5%

Goal 3: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The Effect Size demonstrates that the schools’ overall comparative performance is higher than expected to a large degree.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically	Number Tested	Percent of Students at Levels 3&4	Difference between Actual	Effect Size
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	Disadvantaged		Actual	Predicted	and Predicted	
3	82.6	90	56	32.3	23.7	1.28
4	84.4	86	51	29.2	21.8	1.19
5	83.9	86	30	23.8	6.2	0.41
6	88.9	89	36	18.5	17.5	1.37
7	73.6	75	39	33.5	5.5	0.3
8	70.0	73	42	39.3	2.7	0.15
All	81.1	499	42.5	29.0	13.5	0.82

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

ADDITIONAL EVIDENCE

The 2016-2017 school year was the 11th of Rochester Prep's operation. This is the eighth time we can make an official year to year comparison between the Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	87.2%	473	25.1	17.3	0.64
2015-16	3-8	91.0	503	39.1	22.9	0.96
2016-17	3-8	81.1	499	42.5	29.0	0.82

Goal 3: Growth Measure⁶

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

RESULTS AND EVALUATION

The data below shows that Rochester Prep’s mean growth for the 2016-2017 ELA Exam exceeded the state wide median in all grades but 5th. Overall, Rochester Prep exceeded the statewide median by 2.4 percentage points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.2	50.0
5	40.7	50.0
6	55.2	50.0
7	57.7	50.0
8	57.4	50.0
All	52.4	50.0

ADDITIONAL EVIDENCE

Rochester Prep met the Mean Growth Percentile measure. As a school Rochester Prep bettered the statewide margin by 2.4 percentage points. Rochester Prep achieved higher results than the statewide median in grades 4 and 6 through 8.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	44	67.7	53.2	50.0
5	45.4	57.3	40.7	50.0
6	58.1	58.3	55.2	50.0
7	70.2	63.6	57.7	50.0
8	60.5	54.4	57.4	50.0
All	54.9	60.5	52.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the measures available at the time, Rochester Prep failed to meet the goal that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. Rochester Prep did meet the goal that 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. The targets for effect size and mean growth percentile were also exceeded.

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.	Not available
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	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. (Using 2016-17 results.)	Met

ACTION PLAN

Rochester Prep is continuing to improve ELA performance for its students. These actions steps relate to the Common Core, Remediation, Observation & Feedback, and Expansion.

Common Core

First, in 2013-14 school year, Rochester Prep implemented a curriculum that was fully aligned with the Common Core Learning Standards. In 2014-2015, Rochester Prep made additional changes to the curriculum to further align with the Common Core Learning Standards. Rochester Prep will continue to partner with the other Uncommon Schools to develop Common Core-aligned interval assessments. Specific to grades 5-8, Rochester Prep will continue to have a 2 hour English class. This aligns more accurately to the Common Core Learning Standards, whereby students' written work must be based on a text they have read. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep continues to further refine its effective strategies for teaching reading and writing.

Remediation

Second, in grades 5, 6, 7 and 8, we will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam, internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback

ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This coming year Rochester Prep Middle School will be in its fifth year of receiving students from our Elementary school. The majority of our incoming 5th graders is no longer "new" to Rochester Prep,

but has been with our school system for 1-5 years already. As is demonstrated from the NYS ELA results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. As the elementary students continue to rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ 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.

RESULTS AND EVALUATION

Rochester Prep High School did not meet the absolute measure of having at least 65% of students score at least a 75 on the Regents Comprehensive English Exam. 29% scored at least a 75, thus missing the target by 26%. This is the first cohort to come through Rochester Prep High School. In the additional evidence section below is further explanation of the outlook for future cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012		
2013		
2014	30	29%

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

While the 2014 cohort failed to meet this goal, the outlook of future cohorts is quite promising. In fact, the 2015 cohort already has 60 students who have passed (Level 3) the Regents Comprehensive English Exam, which is currently 71% of the cohort. We anticipate meeting this metric next year and each subsequent year. Below is a table of the percent achieving at least Level 4 by cohort. This table shows that some of the coming cohorts are already outperforming the 2014 cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014			32	37.5%	30	30%
2015			81	44.4%	84	31%
2016			89	29.2%	89	34%
2017					124	16%

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep High School's 2014 cohort had 93% of students scoring at least a Level 3 on the Regents English Exam. This exceeds the goal of 80% by 13%.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

¹⁰ Based on the highest score for each student on the English Regents exam

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012		
2013		
2014	30	93%

ADDITIONAL EVIDENCE

The 2015 cohort already has 63 out of 84, or 75% of its students scoring at least a Level on the Regents English Exam, thereby already almost achieving this goal for next year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014					30	93%
2015					84	75%
2016					89	55%
2017					124	23%

Goal 3: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District information is not available so comparative analysis cannot be completed.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013				
2014	63%	30		

ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of

comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

District information is not available so comparative analysis cannot be completed.

English Regents Performance Index (PI)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014	201	30		

ADDITIONAL EVIDENCE

District information is not available so comparative analysis cannot be completed.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

6 out of 25, or 24%, of the 2014 cohort who were not proficient in 8th grade achieved Performance Level 4. This falls short of the goal of 50% by 26%

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 ¹³

¹² For an explanation of the procedure to calculate the school's PI, see page 28.

¹³ Based on the highest score for each student on the English Regents exam

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012		
2013		
2014	30	24%

ADDITIONAL EVIDENCE

While the 2014 cohort fell short of this goal, future cohorts will improve upon this goal. The 2015 cohort already has 22 of the 74, or 30% of students who didn't pass the 8th grade ELA exam, achieving Level 4 on the Common Core exam, showing improvement year over year.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

25 students did not pass the 8th grade ELA exam. Of those, 19 achieved a 3 on the Common Core Exam, which is 76% of the students. This meets the goal of 75 percent of students who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations.

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 ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013		
2014	30	76%

¹⁴ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

Rochester Prep High School met the goals of 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations and 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. We did not meet the goal of 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations and the other goals cannot be determined as comparative and MIP information is not available.

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.	Not available
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.	Not available
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.	Not available
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. (Using 2016-17 school district results.)	Not available
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not met
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.	Met

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

The 2014 cohort of Rochester Prep High School is the first cohort of the school's existence. The 2015 and beyond cohorts already have very promising results in meeting all of these goals. Furthermore, as Rochester Prep continues to build out its K-12 program, more and more students will have spent more years in the Rochester Prep system, which should result in even greater rates of proficiency.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will achieve mastery of skills in mathematics.

BACKGROUND

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

In the elementary school, there is one 65-minute block of math a day that focuses on number sense, number systems, and problem-solving. During this block, students chant, act out, and model math with activities and math manipulatives.

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	15	1	0	0	90

¹⁶ 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.

4	91	9	1	0	2	93
5	88	13	0	0	2	90
6	84	9	0	0	4	88
7	78	20	3	0	2	80
8	n/a	11	2	n/a	n/a	74
All	431	77	7	0	10	515

RESULTS AND EVALUATION

The below table shows percent proficiency for all students and those in their second year, clearly showing that those in at least their second year with Rochester Prep have greater rates of proficiency, on average.

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2017-18. However, the overall percent proficiency of those in at least their second year continues to improve, showing that more time with Rochester Prep has a positive effect on scores.

Performance on 2017-18 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	74%	90	74%	84
4	81%	91	83%	72
5	48%	88	48%	73
6	46%	84	51%	65
7	56%	78	65%	63
8	n/a	n/a	n/a	n/a
All	62%	431	65%	357

ADDITIONAL EVIDENCE

As discussed above, overall, there is an upward trajectory in the performance levels as students spend more time at our schools. The below table shows this year over year progress as well, going from 60 to 65% over the past three years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	90	74%	84	74%	84
4	81%	91	83%	72	83%	72
5	48%	88	48%	73	48%	73
6	46%	84	51%	65	51%	65
7	56%	78	65%	63	65%	63
8	n/a	n/a	n/a	n/a	n/a	n/a
All	62%	431	65%	357	65%	357

3	84	79	82.9	76	74%	84
4	72	79	75.4	69	83%	72
5	41	81	43.1	72	48%	73
6	40	67	42.2	64	51%	65
7	58	62	61.8	55	65%	63
8					n/a	n/a
All	60	368	61.6	336	65%	357

Goal 4: 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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

MIP information is not available and thus comparisons to Rochester Prep's Performance Index cannot be made.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
431	16	22	31	31

$$\begin{array}{r}
 \text{PI} \\
 = \\
 22 \\
 + \\
 31 \\
 31 \\
 + \\
 15.5 \\
 \text{PI} \\
 = \\
 84 \\
 62 \\
 15.5 \\
 161.5
 \end{array}$$

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁷

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District at every grade level and overall in the 2017-18 State Mathematics Exam.

2017-18 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	Number Tested	Percent	Number Tested
3	74%	84	18%	2205
4	83%	72	13%	2120
5	48%	73	11%	2014
6	51%	65	9%	1790
7	65%	63	6%	1510
8	n/a	n/a	1%	1083
All	65%	357	11%	10272

ADDITIONAL EVIDENCE

As evidenced below, Rochester Prep has been significantly outperforming the Rochester City School District year over year.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	82	11	82.9	14	74%	18%
4	72	11	75.4	8	83%	13%
5	38	5	43.1	9	48%	11%
6	36	7	42.2	6	51%	9%

¹⁷ 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](#).

7	52	4	61.8	5	65%	6%
8					n/a	1%
All	56.3	11	61.6	8.8	65%	11%

Goal 4: 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The Effect Size demonstrates that the schools' overall comparative performance is higher than expected to a large degree.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.6	90	84	37.5	46.5	2.2
4	84.4	88	55	29.3	25.7	1.3
5	83.9	87	44	28.9	15.1	0.82
6	88.9	88	57	21.6	35.4	2.06
7	73.6	75	52	27.0	25.0	1.22
8						
All	83.0	428	58.7	29.0	29.8	1.53

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Not only does the Effect Size demonstrate that the schools' overall comparative performance is higher than expected to a large degree this year, it has for the past three, as evidenced below.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	87.4	417	47.2	24.1	1.35
2015-16	3-7	90.9	437	56.3	23.9	1.6
2016-17	3-7	83.0	428	58.7	29.0	1.53

Goal 4: Growth Measure¹⁸

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

Rochester Prep achieved a school wide average of 56.1 for its mean unadjusted growth percentile. This is 6.1 percentile points higher than the statewide average.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

4	39.9	50.0
5	40.2	50.0
6	69.9	50.0
7	80.8	50.0
8	n/a	50.0
All	<u>56.1</u>	50.0

ADDITIONAL EVIDENCE

Year over year, as evidenced by the table below, Rochester Prep consistently shows a higher Mean Growth Percentile than the statewide average, with the only exceptions being in a couple individual grades.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2014-15	2015-16	2016-17	
4	56.8	52.4	39.9	50.0
5	58.8	35.8	40.2	50.0
6	74.2	70.0	69.9	50.0
7	78	81.2	80.8	50.0
8	n/a	n/a	n/a	50.0
All	66.6	59.0	<u>56.1</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep fell short of meeting the absolute measure of 75% proficiency but did meet the goal 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. The targets for effect size and mean growth percentile were also exceeded.

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 English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not available
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis	Met

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	
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. (Using the 2016-17 results.)	Met

ACTION PLAN

Rochester Prep is continuing to take actions to improve Math performance for its students. These actions steps relate to the Common Core, Remediation, Observation & Feedback, and Expansion.

Common Core

First, in the 2013-14 school year, Rochester Prep implemented a curriculum that is fully aligned with the Common Core Learning Standards. In 2014-15, Rochester Prep made changes to the curriculum to further align with the Common Core Learning Standards. At Rochester Prep middle school, we have one 2 hour Math class each day. This aligns more accurately to the Common Core Learning Standards, whereby students' will not only be responsible for mathematics operations, but communicating the procedure behind the operation. In addition, Rochester Prep will continue to partner with the other Uncommon Schools located in New York State to procure externally-developed, Common Core-aligned interval assessments. Rochester Prep expects that these changes will positively affect students' performance on the New York State exam. In addition, Rochester Prep plans to continue and further refine its effective strategies for teaching mathematics.

Remediation

Second, in grades 5, 6, 7 and 8, we have built a tutoring block into the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data form the previous year's NYS Math exam, internal assessments, and daily classroom assessments (called "Exit Tickets"). We have also instituted two digital math programs at the MS level.

Observation & Feedback

Math teachers will receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Furthermore, our teachers this year were again exposed to regular "Cross Regional Professional Development," where they work with, learn and share best practices with instructional leaders from all Uncommon Schools.

Expansion

Part of Rochester Prep's action plan is to create a strong K-12 program for our students. This coming year Rochester Prep Middle School is receiving its fourth cohort of students from our Elementary school. The majority of our incoming 5th graders is no longer "new" to Rochester Prep, but has been with our school system for 1-5 years already. As is demonstrated from the NYS Math

results, the Rochester Prep students who are with us earlier achieve proficiency faster than students who come to us in 5th grade. As the elementary students continue to rise into the middle school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁰ 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.

RESULTS AND EVALUATION

The 2014 cohort for Rochester Prep High School had 10% scoring at least Level 4 on a Regents Mathematics Common Core Exam. This is 55% below the target of 65%. As articulated in other high school metrics, this is the first cohort for Rochester Prep High School. Under the additional evidence below, information on anticipated future performance is shared.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012		
2013		
2014	30	10%

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

The 2015 cohort is showing promising progress towards meeting this goal for next year. Currently, 27 of 84, or 32%, of the students have achieved at least a 4 on the Regents Mathematics Common Core Exam. The 2016 cohort achieved 44% and 54% of the 2017 cohort achieved at least a Level 4.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015					84	32%
2016					89	44%
2017						

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

As detailed in the narrative around high school performance earlier, extensive efforts have been put forth to ensure a strong mathematics program at Rochester Prep. Achieving a 93% scoring at least Level 3 on a Regents Math Exam is evidence of this. This well surpasses the goal of 80%.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012		
2013		
2014	30	93%

²² Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

The table below shows not only the dramatic improvement by the 2014 cohort in mathematics performance but also the improvement year over year for each upcoming cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			32	31.3%	30	93%
2015			84	72.6%	84	87%
2016			89	86.5%	89	83%
2017					124	81%

Goal 4: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Rochester Prep achieved a PI of 205.5 but no evaluation can be made as the MIP is unavailable.

Mathematics Performance Index (PI)
For the 2014 High School Accountability Cohort

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

School district information is unavailable so no evaluation can be done.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013				
2014	97%	30		

ADDITIONAL EVIDENCE

School district information is unavailable so no evaluation can be done.

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

School district information is unavailable so no evaluation can be done.

Mathematics Regents Performance Index (PI)²⁴ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014	205.5	30		

ADDITIONAL EVIDENCE

School district information is unavailable so no evaluation can be done.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep does not administer the 8th grade NYS math exams so this goal does not apply.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013		
2014	30	n/a

²⁴ For an explanation of the procedure to calculate the school's PI, see page 46.

²⁵ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Not applicable.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep does not administer the 8th grade NYS math exams so this goal does not apply.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013		
2014	30	n/a

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ²⁷

Only the first two absolute measurement goals are really able to be considered at this time. Rochester Prep did not meet the goal that 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations but did meet that goal that 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations.

²⁶ Based on the highest score for each student on the mathematics Regents exam

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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.	Not available
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.	Not available
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.	Not available
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. (Using 2016-17 school district results.)	Not available
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not applicable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not applicable

ACTION PLAN

We are aggressively pursuing Regents Mathematics proficiency. As mentioned previously, all Rochester Prep 8th graders take the Algebra 1 Regents Examination rather than the 8th grade state math tests. In 2016-17, 93% of 8th graders who took the Algebra 1 Regents passed the exam so we are encouraged that we will meet these measures as Rochester Prep High School continues to produce fourth year cohorts.

Math teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team at Rochester Prep has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Furthermore, our teachers were once again exposed to regular “Cross Regional Professional Development,” where they work with, learn and share best practices with instructional leaders from all Uncommon Schools.

GOAL 5: SCIENCE

Goal 3: Science

Students will demonstrate mastery of skills and knowledge in Science.

BACKGROUND

Rochester Prep’s Science curriculum takes a comprehensive instructional look at Science standards over the course of five grades, 4 through 8. The Science program has expanded in scope and depth as the school has grown over the past eight years.

Goal 5: 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 and 8th grade in spring 2018. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Data unavailable.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Data unavailable.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 5: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district’s **2016-17** data.

RESULTS AND EVALUATION

Data unavailable.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Data unavailable.

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

²⁸ This table uses the prior year’s results as 2017-18 district science scores are not yet available.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

SUMMARY OF THE SCIENCE GOAL

N/a

Type	Measure	Outcome
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 examination.	N/a
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.	Not available

ACTION PLAN

We will continue sharing best practices with other high-performing Science programs across the state, share curriculum and scopes and sequences across the Uncommon Schools and Rochester and Troy regions, and continue to develop Rochester Prep Science teachers by giving them targeted professional development and ensure their participation in Science conferences.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

The below chart shows that Rochester Prep High School's 2014 cohort has surpassed the goal of 75% passing by 22%, achieving 97%

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012		
2013		
2014	30	97%

ADDITIONAL EVIDENCE

The below chart shows that each subsequent cohort has also already met this goal.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			32	100%	30	97%
2015			84	91.7%	84	90%
2016			89	88.8%	89	83%
2017					124	81%

Goal 5: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

District data unavailable.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

²⁹ Based on the highest score for each student on any science Regents exam

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014	97%	30		

ADDITIONAL EVIDENCE

District data unavailable.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

We did not have a 2013 cohort.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013		

³⁰ Based on the highest score for each student on a science Regents exam

EVALUATION

We did not have a 2013 cohort.

ADDITIONAL EVIDENCE

The below results show strong performance in the Rochester Prep cohorts. The 2014 cohort has 93% passing, 2015 has 51%, and the 2016 cohort already has 60% passing.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					30	93%
2015					84	51%
2016					89	60%

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Not applicable as 2014 is the first cohort for Rochester Prep.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012				
2013				

EVALUATION

Not applicable as 2014 is the first cohort for Rochester Prep.

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

Not applicable as 2014 is the first cohort for Rochester Prep.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013		

EVALUATION

Not applicable as 2014 is the first cohort for Rochester Prep.

ADDITIONAL EVIDENCE

The below table shows the Rochester Prep cohorts results in Global History. The 2014 cohort has 30% passing, 2015 has 27%, and the 2016 cohort has 28% passing.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					30	30%
2015					84	27%
2016					89	28%

Goal 6: Comparative Measure

³¹ Based on the highest score for each student on a science Regents exam

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Not applicable as 2014 is the first cohort for Rochester Prep.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011				
2012				
2013				

EVALUATION

Not applicable as 2014 is the first cohort for Rochester Prep.

GOAL 7: ESSA

Goal 7: ESSA

The school will make Adequate Yearly Progress.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing every year.

ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing