



ROCHESTER PREP

**True North Rochester Preparatory
Charter School – West Campus**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Langston McFadden	Chair	Finance, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Geoffrey Rosenberger	Trustee	Finance, Facilities, Audit, Academic
Betsy Riedman	Trustee	Academic

Kimberly Schultz has served as the Principal of the Elementary School since 2022.

Kris Hirsch has served as the Principal of the Middle School since 2019.

SCHOOL OVERVIEW

True North Rochester Preparatory Charter School – West Campus (“Rochester Prep”) first opened as a middle school in 2011. In 2013, the elementary school opened with grade K and 1. Rochester Prep now serves over 800 students in grades kindergarten through 8. Rochester Prep’s students matriculate to Rochester Prep High School after 8th grade. The high school opened in 2014 now serves grades 9-12 and gives all RP students a continuous path from kindergarten to college. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which operates two other charters in Rochester, Rochester Preparatory Charter School 3 and True North Rochester Prep Charter School.

The mission of 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.

Rochester Prep’s school design includes seven core components:

1. Focus on Literacy. Many of our students begin their school career reading substantially below grade level. We address this central issue immediately to ensure students will have all the advantages of an excellent education. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2021-22, Rochester Prep provided explicit instruction in literacy skills and differentiated support to promote mastery of skills and content according to the grade span.

Grades K-4

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

Grades 5-8

- Scholars have two hours of daily reading instruction which balances reading rigorous texts and writing in response to evidence-based prompts.
- Scholars are required to read grade level-appropriate books during the summer.
- There is required, graded, written work in every class and daily homework in all subjects.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- In 5th and 6th grades, student are assessed using mClass three times during the year to monitor progress and ensure that students are growing at the right pace according to their level.

2. Target Curriculum Focused on Basic Skills. Rochester Prep does not use an off-the-shelf curriculum. Rather, we use curricula developed by our Uncommon Schools Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of academic skills and concepts before they go on to master higher-level, abstract material.

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

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from achievement data garnered from STEP, mClass and our internal benchmark assessments. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and daily assessment materials. Rochester Prep teachers use these curriculum resources as a tool to lead their students to high level mastery. Teachers and leaders engage in lesson preparation by determining what exemplary of a standard looks like and how to teach and lead practice around the most productive tasks, prompts, and problems. These high-level processes built around high rigor resources ensure that every student receives aligned rigorous instruction and develops mastery and allows us to share best practices quickly across schools and grades.

3. Check for Understanding and Mastery Early and Often to Drive Master and Learning Growth. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Each year, prior to the administration of New York State exams, Rochester Prep administers two internally aligned Interim Assessments (3 in ELA, 4 in Math). In grades 5 through 8, students take four interim assessments in all core subjects. These tests assess ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

content- and skills-driven tutoring and small-group instruction. To continue to support greater data responsiveness and learning growth, the schools began the use of weekly data collection through weekly quizzes in both ELA and math. The data from these assessments is used by teachers, leaders, CAT and LLPs to address gaps in mastery and share best practices from positive outliers.

4. Every Minute Matters. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. The regular school day begins at 7:30 AM (ES)/8:45 AM (MS). and ends at 3 PM (ES)/4:30 PM (MS). Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other school districts in the area. In the 2022-23 school year, we began instruction on 8/22/22 and ended on 6/16/2023.

Rochester Prep students extend their learning beyond the school day completing homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

5. Emphasis on College. For too many students residing in low-income communities, college only exists in the abstract. For Rochester Prep students, freshman year of college is a natural extension of their educational experience at Rochester Prep. Rochester Prep students begin talking about college on the first day of kindergarten as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations and field trips starting in elementary school, college becomes a normal and tangible reality as demonstrated by the majority of our graduates who are enrolled or matriculating at four-year institutions.

6. Structure and Order. Students need a safe and orderly environment to be productive. In 2022-23, Rochester Prep creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Implement school dress code that helps all students to be ready for school and to feel safe, no matter their circumstances.
- Social emotional (SEL) approach to teaching students the behaviors and cognitive skills to be successful and demonstrate resilience in the face of challenges.
- Behavior management system that provides quick and immediate reinforcement of positive and prosocial behaviors.
- Rubric system that builds the culture of collective success providing immediate feedback to classes at the end of each class.

7. Family Partnership and Engagement. Rochester Prep’s educational program is structured to partner with families and work together at a high level to support their child’s academic success. In 2022-2023, our families:

- Picked up their child’s report card in person;
- Met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- Were notified at home or at work each day of daily successes or struggles;
- Were asked to offer input on the school on a year-end surveys, grading the school;
- Were offered the opportunity to participate in a potluck and watch their children perform during school performances and ceremonies during the course of the year;
- Were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	90	92	104	93	92	91	97	97	92	N/A	N/A	N/A	N/A	849
2021-22	85	85	83	96	84	86	91	90	89	N/A	N/A	N/A	N/A	789
2022-23	58	83	89	89	88	85	81	90	91	N/A	N/A	N/A	N/A	754

GOAL 1: ENGLISH LANGUAGE ARTS

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

75% 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.

BACKGROUND

The 22-23 school year allowed Rochester Prep ELA teachers to once again implement the high leverage instructional practices that have brought scholars success for the past 16 years. As part of Uncommon Schools, all ELA teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across a broad range of texts. Teachers analyze student work daily, weekly and after each interim assessment, create response to data (RTD) plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of lower readers post pandemic, we launched Guided Reading and mClass literacy assessment in grades 5 and 6 which provide a helpful augmentation for our lower readers. Instructional leaders and principals observed teachers and supported by giving feedback on instruction and response to data implementation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2023. 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).

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	89	1	0	0	0	0	0	90
4	92	0	0	0	0	0	0	92
5	84	4	0	0	0	0	0	88
6	79	3	0	0	0	0	0	82
7	89	5	0	0	0	0	0	94
8	93	2	0	0	0	1	0	96
All	526	15	0	0	0	1	0	542

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	89	33	37%	87	33	38%
4	92	18	20%	84	17	20%
5	84	29	35%	84	29	35%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

6	79	32	41%	79	32	41%
7	89	44	49%	87	43	49%
8	93	50	54%	70	43	61%
All	526	206	39%	491	197	40%

ELA Measure 2 - Absolute

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

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

ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	87	11%	1585
4	20%	84	8%	1501
5	35%	84	8%	1624
6	41%	79	23%	1587
7	49%	87	13%	1473
8	61%	70	16%	1522
All	40%	491	13%	9292

ELA Measure 4 - Comparative

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	93.8%	40.2%	31%	0.5
4	95.2%	28%	25.2%	0.17
5	96.5%	25%	21.5%	0.24
6	31.2%	55.4%	44.3%	0.69
7	88.9%	51.9%	36.9%	0.9
8	100%	63.1%	36.9%	1.57
All	94.3%	44%	32.7%	0.68

ELA Measure 5 - Growth

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

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

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

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

2022-23 Uncommon Schools Interval Assessments: ELA Performance by Grade Level						
	3 rd	4 th	5 th	6 th	7 th	8 th
ELA IA #1 Average Score	28%	37%	67%	58%	61%	70%
ELA IA #2 Average Score	42%	40%	66%	60%	68%	73%
Δ from IA #1 to #2	+14%	+3%	-1%	+2%	+7%	+3%

SUMMARY OF THE ELA GOAL

Rochester Prep did not meet the goal related to ELA proficiency for the absolute measure. However, Rochester Prep did attain the comparative measures for second year students and effect size.

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

VALUATION OF ELA GOAL

While the Rochester Prep team implemented a best-in-class approach to literacy instruction, we experienced multiple challenges that impacted the overall level of proficiency as outlined in the table below. Students overall started the year at lower levels than ever encountered. Families and students attended school at the lowest level in Rochester Prep history largely due to COVID related absences. Additionally, staffing attendance was a challenge with open positions and many staff absences due to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

COVID related leaves. Disaggregating the results, there are 39%+ of students who scored at least a level two which is an increase of 4% from SY21-22 and tells us that students made growth and that with continued support, we can grow our proficiency significantly in the coming months and years.

ADDITIONAL CONTEXT AND EVIDENCE

As stated above, COVID related challenges impacted the 22-23 school year. This led to challenges implementing our data-driven approach with 100% of our students 100% of the time. We continue to see attendance (both student and teacher) increase and are optimistic that we will be able to fully support the growth necessary to meet our ELA goals. To ensure growth and mastery, we continue to increase the differentiation of texts during ELA instruction. The goal is students are reading at their zone of proximal development. We continue to lead frontline meetings sharing expert analysis of daily and weekly assessment data with teachers and leaders so they can continue to focus on teaching and supporting scholar growth with rigorous materials.

ELA ACTION PLAN

We continue to hone our approach to data responsive literacy instruction. Using the data from our best-in-class assessments (STEP, mClass, Uncommon benchmark assessments) combined with strong curriculum and highly effective teaching practices, students will continue to grow to realize mastery. This year we have introduced increase content specific teacher professional development and also trained our instructional leaders regarding phonics and fluency and guided reading.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Each year, 75% 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.

BACKGROUND

Rochester Prep leverages best practices to create rigorous standards aligned math curriculum and instructional practices. Each lesson is a combination of fluency development, building of conceptual mastery, and applying these skills and understandings to real world problems. Students practice both showing their work and writing about math using content specific vocabulary. Students also engage in discourse regarding math concepts. All these activities promote growth and flexible mastery at a high level so our students are able to succeed in calculus before heading to college.

To ensure all math teachers are proficient in facilitating learning, math teachers engage in pre-service and ongoing content-specific professional development where they plan and practice delivery of instruction. Teachers develop and hone skills for data-driven instruction, analyze the ways in which students will demonstrate mastery and align their instruction to promote flexible high-level mastery across content strands. Teachers analyze student work daily, weekly and after each interim assessment,

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

create response to data plans that outline the key strengths, areas of growth, and reteach lessons or mini-lessons to ensure growth. In response to the larger number of gaps in foundational concepts and fact fluency, Uncommon simplified and narrowed the focus of the math curriculum. Instructional leaders and principals observe teachers and support by giving feedback on instruction and response to data implementation.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	90	0	0	0	0	0	0	N/A	90
4	92	0	0	0	0	0	0	N/A	92
5	77	8	2	0	0	0	1	N/A	88
6	77	4	0	0	0	0	0	N/A	81
7	88	6	0	0	0	0	0	N/A	94
8	N/A: Regents Algebra I							95	95
All	424	18	2	0	0	0	1	95	540

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	90	62	69%	88	61	69%
4	92	47	51%	84	44	52%
5	77	27	35%	77	27	35%
6	77	35	45%	77	35	45%
7	88	49	56%	86	48	56%
8	N/A: Regents Algebra I					
All	424	220	52%	412	215	52%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students **please note that district numbers are from SY21-22**	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69%	88	14%	1594
4	52%	84	6%	1531
5	35%	77	6%	1617
6	45%	77	8%	1580
7	56%	86	4%	1422
8	N/A: Regents Algebra I		N/A	N/A
All	52%	412	7%	7744

Math Measure 4 - Comparative

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	93.8%	44.7%	30.8%	0.68
4	95.2%	24.7%	22.4%	0.13
5	96.5%	14.9%	17.5%	-0.17
6	31.2%	35%	21.4%	0.88
7	88.9%	27.5%	19.2%	0.54
8	N/A	N/A	N/A	N/A
All	93.1%	30.1%	22.6%	0.43

Math Measure 5 - Growth

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

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

2022-23 Uncommon Schools Interval Assessments: Math Performance by Grade Level								
	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Math IA #1 Average Score	77%	73%	45%	52%	50%	49%	41%	40%
Math IA #3 Average Score	87%	68%	65%	68%	49%	56%	55%	55%
Δ from IA #1 to #3	+10%	+15%	+20%	+14%	-1%	+7%	+14%	+15%

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep did not meet the goal related to math proficiency for the absolute measure. However, Rochester Prep did attain the comparative measures for second year students and effect size.

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

EVALUATION OF THE MATHEMATICS GOAL

Our Rochester Prep team worked hard to teach math through a hybrid approach during the pandemic, however, this approach left many gaps in the mastery of prerequisite standards. This led to the need to

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

accelerate student learning by teaching pre-requisite standards in addition to grade level content over the last two school years. Students showed growth in their mathematics development, however, a large percentage did not earn proficiency. We expect these students to continue to grow. 50+% of students earned a level 2 in grades 3 – 7. We believe that this result indicates growth and that these students will continue to grow to proficient in the coming 23-24 school year. All of our 8th grade students take the Algebra I Regents course, with 77% of students overall (regardless of # of years) earning Algebra I Regents credit in June of 2023.

ADDITIONAL CONTEXT AND EVIDENCE

Our internal benchmark assessments indicate students are demonstrating growth. These assessments also allow our teachers and leaders to identify gaps in mastery and growth. Once identified, the team develops response-to-data plans to address the misconceptions and build skill. The final step in each plan is a reassessment, the data from which provides the opportunity to continue to engage in the response-to-data cycle.

MATHEMATICS ACTION PLAN

The school continues to implement the high-leverage best-in-class approaches outlined above. In addition, schools are engaging in “Frontline” meetings ensure that leaders and teachers are working with Uncommon Schools curriculum experts to identify gaps and prepare to close them. Additional analyses support this work by projecting students’ proficiency and planning intervention (small group or individual) depending on the need and learning style. Combined with frequent (re)assessment, teachers and leaders are constantly making adjustments to support better learning.

GOAL 3: SCIENCE

All students demonstrate proficiency on the NYS science assessment.

BACKGROUND

All Rochester Prep students receive science instruction starting in kindergarten and continuing through to middle school and high school. The frequency increases from 2-4 days per week in ES (K-4) to daily in MS (5-8) and HS (9-12). The Uncommon science curriculum has been overhauled based on the new NYS science standards and to increase the amount of hands-on inquiry style lessons. Science teachers participate in pre-service and ongoing content specific PD which supports high ratio science teaching and discourse and scientific thinking skills. Each subject within science engages in vertical alignment exercises looking at AP, SAT, and Regents examinations in their subject and aligning their grade level curriculum. All 8th grade students take the Living Environment Regents course.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The New York State Testing Program did not conduct science assessments for 4th grade students in school year 2022-23. Our 8th graders take Living Environment Regents exams rather than the NYSTP science assessments.

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	Not Administered by NYSTP		
8 *Regents Living Environment*	68	48	71%
All	68	48	71%

Science Measure 2 - Comparative

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

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.

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	Not Administered by NYSTP					
8 *Regents Living Environment*	68	48	71%	1271	383	30.1%
All	68	48	71%	1271	383	30.1%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

NYSTP did not administer 4th grade science tests and our 8th graders take the Living Environment Regents exam. 71% of our 8th grade students in their 2nd year earned proficiency and thus Regents credit for that course.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A (NYSTP did not administer 4 th grade science tests and our 8 th graders take Regents exams)
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.	Met

EVALUATION OF THE SCIENCE GOAL

Rochester Prep has met it's comparative measure by earning higher proficiency on the Living Environment Regents exam compared to the same tested grades (course) in the local district of comparison.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to support this cohort with rigorous science instruction in 5th grade to resolve the gaps in understanding. We have augmented the curriculum to close gaps in their scientific thinking skills and mastery.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	80	48	60%
8	2021-22	Living Environment	83	48	58%
8	2022-23	Living Environment	88	53	60%

ACTION PLAN

In response to the revised NYS science standards, we have increased the lab-based activities in our classes and additional at-bats connecting these at-bats with charts, data tables, and prose descriptions of context, so students are prepared to analyze similar situations. We look forward to our 5th grade students taking the new Science NYS Exam in SY23-24. Our 8th graders have consistently performed around 60% proficiency on the Living Environment Regents exam.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

True North Rochester Preparatory Charter School – West Campus has been deemed in Good Standing every year of operation, including 2022-23.