INSTRUCTIONS / NOTES
FOR 2018-19 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 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. For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2017-18 results. (The 2018-19 results are not yet available.)

4. As a reminder, the Institute updated and modified the required goals and measures for all schools in 2017-18 in response to the state's finalization of its Every Students Succeeds Act ("ESSA") plan. The Institute continues to require 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.

5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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

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TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL – WEST CAMPUS

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2019

By Aaron Strong, Director of Operations, Middle School and

Chassity Wells, Director of Operations, Elementary School

432 Chili Avenue, Rochester, NY 14611
85 St. Jacob Street, Rochester, NY 14621

585-368-5090

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Kristopher Hirsch has served as the Principal of the Middle School since 2019 and Emily Volpe has served as the Principal of the Elementary School since 2013.

The mission of True North Rochester Preparatory Charter School West Campus ("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
2014-15	118	118				90	90	76	59					551
2015-16	111	109	106			90	89	91	57					607
2016-17	91	111	104	103		90	90	86	87					762
2017-18	91	93	92	92	89	81	88	81	82					789
2018-19	94	91	93	93	90	96	93	88	85					823

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: 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 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grade in April 2019. 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).

		2018-19 State English Language Arts Exam Number of Students Tested and Not Tested				
Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	94	0	0	0	0	94

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

5	91	0	0	0	0	91
6	91	0	0	1	0	92
7	87	0	0	2	0	89
8	81	0	0	1	0	82
All	533	0	0	4	0	537

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 58.5%. Rochester Prep fell short of meeting the first Absolute measure of its accountability plan by 16.5%. While, as evidenced by the table below, the Rochester Prep ELA program improved in 2018-19, 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. Additionally, now that the elementary school will be matriculating students into the middle school, we anticipate future year's 5th grade schools to continue to improve.

	Performance on 2018-19 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	82.6	92	82.6	92	
4	77.5	89	77.5	89	
5	27.2	81	0	6	
6	33.0	88	34.5	55	
7	23.5	81	26.9	67	
8	53.7	82	56.7	67	
All	50.5	513	58.5	376	

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 48% to 58.5%, 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					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

3	62%	99	83%	92	82.6	92
4			78%	89	77.5	89
5	20%	10	0%	10	0	6
6	20%	71	38%	66	34.5	55
7	40%	65	26%	72	26.9	67
8	69%	70	55%	73	56.7	67
All	48%	315	57%	402	58.5	376

Goal 1: Absolute Measure

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

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 2018-19 English language arts MIP for all students of 105. 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 101 and thus Rochester Prep has significantly exceeded this goal.

English Language Arts 2018-19 Performance Index			
Number in Cohort	Percent of Students at Each Performance Level		
	Level 1	Level 2	Level 3	Level 4
	23.83	28.71	32.08	15.38

PI	=	28.71	+	32.08	+	15.38	=	76.17
				32.08	+	15.38	=	47.46
					+	(.5)*15.38	=	7.69
						PI	=	131.32

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District. Overall, Rochester Prep performed 46.2% better in ELA for grades 3-8.

	2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level			
	Percent of Students at or Above Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82.6	92		
4	77.5	89		
5	0	6		
6	34.5	55		
7	26.9	67		
8	56.7	67		
All	58.5	376	12.3	

ADDITIONAL EVIDENCE

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

	English Language Arts Performance of Charter School and Local District by Grade Level and School Year					
	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
Grade	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	62%	10%	83%	17%	82.6	
4		8%	78%	13%	77.5	
5	20%	6%	0%	7%	0	
6	20%	5%	38%	13%	34.5	

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

7	40%	7%	26%	6%	26.9	
8	69%	9%	55%	11%	56.7	
All	48%	8%	57%	11.5%	58.5	12.3

Goal 1: Comparative Measure

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

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 2018-19 analysis is not yet available. This report contains <u>2017-18</u> 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 meaningful degree.

2017-18 English Language Arts 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	**92.5**	**92**	**82.6**	**37.0**	**45.6**	**2.55**
4	**87.1**	**89**	**77.5**	**36.7**	**40.8**	**2.16**
5	**83**	**81**	**27.2**	**27.1**	**0.1**	**0.01**
6	**68.2**	**88**	**33.0**	**44.7**	**-11.7**	**-0.67**
7	**75.6**	**81**	**23.5**	**32.3**	**-8.9**	**-0.48**
8	**75.9**	**82**	**53.7**	**40.8**	**12.9**	**0.64**
All	**80.6**	**513**	**50.5**	**36.6**	**13.9**	**0.74**

School's Overall Comparative Performance:

Higher than expected to a meaningful degree.

ADDITIONAL EVIDENCE

The Effect size has been higher than expected all of the past three years, as evidenced below.

English Language Arts Comparative Performance by School Year						
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3,5-8	80%	327	27.8	25.2	0.15
2016-17	3-8	86.9	435	39.5	26.5	0.66
2017-18	80.6	513	50.5	36.6	13.9	0.74

Goal 1: Growth Measure[3]
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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[4]

RESULTS AND EVALUATION

The below table shows an overall mean growth percentile of 60.0, which is 10 percentage points above the target.

2017-18 English Language Arts Mean Growth Percentile by Grade Level		
Grade	Mean Growth Percentile	
	School	Target
4	57.3	50.0
5	68.1	50.0
6	65.1	50.0
7	50.9	50.0

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[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

8	60.0	50.0
All	**60.0**	50.0

ADDITIONAL EVIDENCE

Each of the past three years the mean growth percentile has exceeded the target by 10 or more percentage points.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	n/a	n/a	57.3	50.0
5	68.5	55.6	68.1	50.0
6	71.6	55.2	65.1	50.0
7	63.0	60.2	50.9	50.0
8	66.8	70.0	60.0	50.0
All	67.5	**60.2**	**60.0**	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. Furthermore, the effect size and mean growth percentile targets were met as well.

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.	Met
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. (Using 2017-18 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 2017-18 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 first 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.

GOAL 2: MATHEMATICS

Goal 2: 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 2: 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 2019. 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.

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	94	0	0	0	0	94
5	91	0	0	0	0	91
6	90	0	0	0	0	90
7	89	0	0	0	0	89
8	0	0	0	0	0	0
All	453	0	0	0	0	453

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

[5] 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.

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 just barely missed the absolute measure of 75% proficient on the NYS Math exam in 2018-19 by .3 percentage points. 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 2018-19 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	87.0	92	87.0	92
4	86.5	89	86.5	89
5	28.8	80	0	6
6	58.6	87	70.4	54
7	53.1	81	52.2	67
8	0	0	0	0
All	63.9	429	74.7	308

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra	92.6%	81
8	2017-18	Algebra	89.7%	77
8	2018-19	Algebra	83.7%	80

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 65% to 74.7% 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					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	90%	98	87%	92	87.0	92
4			87%	89	86.5	89
5	40%	10	30%	10	0	6
6	41%	70	68%	65	70.4	54
7	57%	65	54%	72	52.2	67
8	0	0	0	0	0	0
All	65%	243	74%	328	74.7	308

Goal 2: Absolute Measure

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

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 2018-19 mathematics MIP for all students of 107. 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 103; therefore, Rochester Prep has significantly exceeded this goal.

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
	17.66	19.65	31.13	31.57

$$PI = 19.65 + 31.13 + 31.57 = 82.34$$
$$31.13 + 31.57 = 62.69$$

| | | + | (.5)*31.57 | = | 15.79 |
| | | | PI | = | 160.82 |

Goal 2: Comparative Measure

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

METHOD

A school compares 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.[6]

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the Rochester City School District overall in the 2018-19 State Mathematics Exam.

2018-19 State Mathematics Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87.0	92		
4	86.5	89		
5	0	6		
6	70.4	54		
7	52.2	67		
8	0	0		
All	74.7	308	**12.1**	

ADDITIONAL EVIDENCE

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

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[6] 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.

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	90%	14	87%	18%	87.0	
4		8	87%	13%	86.5	
5	40%	9	30%	11%	0	
6	41%	6	68%	9%	70.4	
7	57%	5	54%	6%	52.2	
8				1%	0	
All	65%	8.8%	74%	11%	74.7%	12.1%

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Goal 2: Comparative Measure

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

</div>

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 _2017-18_ 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.

_2017-18_ 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	**92.5**	**92**	**87.0**	**39.9**	**47.1**	**2.28**
4	**87.1**	**89**	**86.5**	**35.4**	**51.1**	**2.43**
5	**83.0**	**80**	**28.8**	**31.7**	**-3.0**	**-0.16**
6	**68.2**	**87**	**58.6**	**39.6**	**19.0**	**1.00**
7	**75.6**	**81**	**53.1**	**31.7**	**21.4**	**0.94**
8						
All	**81.5**	**429**	**63.9**	**35.8**	**28.0**	**1.35**

School's Overall Comparative Performance:
Higher than expected to a large degree

ADDITIONAL EVIDENCE

Below is a table summarizing the past three years' effect sizes.

Mathematics Comparative Performance by School Year						
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-7	79.5	267	34.4	25.8	0.41
2016-17	3, 5-7	**88.1**	**347**	**54.8**	**26.2**	1.43
2017-18	**81.5**	**429**	**63.9**	**35.8**	**28.0**	**1.35**

> **Goal 2: Growth Measure**[7]
>
> 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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains <u>2017-18</u> results, the most recent Growth Model data available.[8]

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[7] See Guidelines for <u>Creating a SUNY Accountability Plan</u> for an explanation.

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

RESULTS AND EVALUATION

Rochester Prep significantly outperformed the statewide average for Mean Growth Percentile.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.6	50.0
5	72.1	50.0
6	87.7	50.0
7	72.3	50.0
8	n/a	50.0
All	**67.9**	50.0

ADDITIONAL EVIDENCE

The below table shows that for the past three years Rochester Prep has significantly outperformed the state average for mean growth percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	n/a	n/a	43.6	50.0
5	58.1	76.3	72.1	50.0
6	75.8	81.0	87.7	50.0
7	71.9	80.0	72.3	50.0
8	n/a	n/a	n/a	50.0
All	68.9	**79.1**	**67.9**	50.0

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Met
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	Met

	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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. (Using 2017-18 results.)	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. (Using the 2017-18 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.

GOAL 3: 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 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. 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

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year				
Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	LE	82.5%	80
8	2017-18	LE	79.2%	77
8	2018-19	LE	60%	80

Goal 3: Comparative Measure

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

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Data unavailable.

2018-19 State Science Exam Charter School and District Performance by Grade Level		
Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2nd Year	All District Students[9]

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[9] This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	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						
Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	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.	
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.	
	[Write in optional measure here]	

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.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing