Uncommon Schools

ROCHESTER PREP

TRUE NORTH ROCHESTER PREPARATORY CHARTER SCHOOL – WEST CAMPUS

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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

Trustee's Name	Board Position
Geoffrey Rosenberger	Chair
James Gleason	Trustee
Jean Howard	Trustee
Jim Ryan	Trustee
Ronald Zarella	Trustee
Rebecca Sumner	Trustee
Joshua Phillips	Trustee

Adrienne Sopinski has served as the Principal of the Rochester Prep West Campus Middle School since 2015.

Emily Volpe has served as the Principal of the Rochester Prep West Campus Elementary School since the school opened in 2013-2014.

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
2010-11														
2011-12						85								85
2012-13						87	85							172
2013-14	120					89	91	75						375
2014-15	118	118				90	90	76	59					551
2015-16	111	109	106			90	89	91	57					607

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will achieve mastery of English Language Arts skills in Reading and Writing.

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 (K-2 only in 2015-2016) there are 3 literacy blocks of 45 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 2015-2016 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.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2016. 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.

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested[2]			Total Enrolled
		IEP	ELL	Absent/Opt Out	
3					
4					
5	90	0	0	0	90
6	89	0	0	0	89
7	91	0	0	0	91
8	57	0	0	0	57
All	327	0	0	0	327

Results

Below is a table summarizing our performance for all students and those enrolled in at least their second year.

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[1] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.
[2] 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.

Performance on 2015-16 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	Number Tested	Percent	Number Tested
3				
4				
5	15.6%	90	38.5%	13
6	28.1%	89	32.4%	74
7	28.6%	91	28.0%	82
8	43.9%	57	47.2%	53
All	27.5%	327	34.7%	222

Evaluation

Rochester Prep fell short of meeting the first Absolute measure of its accountability plan. The school had 27.5% of students scoring proficient or advanced, or 47.5 percentage points below the stated goal. That said, in ELA in all grades Rochester Prep outscored the local district and in grade 8 outscored the statewide average.

Before and during the 2015-16 school year, Rochester Prep made specific efforts to address ELA instruction and to increase the rigor of the material to better align with the Common Core Learning standards. Rochester Prep also made changes to its interval assessment program to improve upon student and teacher development and to use data to drive instruction better aligned with the Common Core Learning standards. Rochester Prep's instructional leaders feel that these changes improved upon an already strong program and led to increased student learning in ELA. In 2012-13, test scores decreased dramatically for every school in the state. In 2013-2014, 2014-2015 and 2015-16 school years Rochester Prep improved upon the ELA scores. Because of the improvements made in Rochester Prep's curriculum and assessment program, Rochester Prep does not feel that the decline in scores after 11-12 reflects a deficiency in the Rochester Prep program. Rather, the decrease is reflective of a significant change in the New York State Test and the more rigorous Common Core learning standards.

While, as evidenced by the table below, the Rochester Prep ELA program improved in 2015-16, school leaders acknowledge that there is much work to be done in the area of ELA performance. As described at the end of this section, 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. Rochester Prep has continued to focus on making writing more rigorous and demanding across curriculum in all content areas which will be a driver of future growth and a predictor of college success.

Additional Evidence

This was the fifth year of operation for the school and thus is only the fourth applicable year for this goal. Though there is still significant room for improvement to reach the 75% proficient mark, our second year students show continued improvement at every grade level, as evidenced below.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	0%	3	0%	2	0%	6	38.5%	13
6	15%	68	13%	79	15%	71	32.4%	74
7			19%	70	21%	72	28.0%	82
8					37%	59	47.2%	53
All	14%	71	13%	151	23.1%	208	34.7%	222

Rochester Prep has not met its Absolute Accountability Plan measure in ELA in the past four years. However, over these four years Rochester Prep has seen an overall increase in ELA proficiency. Furthermore, Rochester Prep has outperformed state and local averages in select grades.

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[3]

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[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

A table displaying the calculation of Rochester Prep's Performance Level Index for the 2015-16 school year appears below.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
327	33	39	20	8

PI	=	39	+	20	+	8	=	67
				20	+	8	=	28
						PLI	=	95

Evaluation

Rochester Prep did not achieve its Annual Measurable Objective in ELA in 15-16. With a Performance Level Index score of 95, Rochester Prep West did not exceed the goal AMO of 97.

> **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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.[4]

Results

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 28 percentage points (34.7% vs 6.7%) on the 2015 grade 5, 6, 7, and 8 ELA exams.

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[4] Schools can acquire these data when the New York State Education Department releases its Access 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.

**2015-16 State English Language Arts 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 | |
	Percent	Number Tested	Percent	Number Tested
3			8%	2154
4			8%	2041
5	38.5%	13	5%	1648
6	32.4%	74	6%	1625
7	28.0%	82	5%	1423
8	47.2%	53	6%	1443
All	34.7%	222	6.7%	10,334

Evaluation

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2015-2016 school year in every grade.   In all grade levels the Rochester Prep students outperformed the Rochester City School District. Students in at least their second year outscored the District by 28 percentage points (34.7% vs 6.7%) overall.

Additional Evidence

This is our second year in which we have second and now third year students to compare to the district. In 2012-2013, 15% of our students performed at or above proficiency compared to around 5% of district students. In 2013-2014, 13% of Rochester Prep students performed at a proficient level, compared to 4% proficient level of performance by students within the district. In 2014-2015, 23% of Rochester Prep students performed at a proficient level, compared to 3.8% proficiency of district students. In 2015-2016, 34.7% of Rochester Prep students performed at a proficient level, compared to 6.7% proficiency of district students.

**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 Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						6.6%		8%
4						5.1%		8%
5	0% (3 students)	4.6%	0% (2 students)	6%	0%	4.3%	38.5%	5%
6	14.7%	5.5%	13%	4%	15%	4.5%	32.4%	6%
7			19%	4%	21%	2.9%	28.0%	5%
8					37%	3.8%	47.2%	6%
All					23.10%		34.7%	6.7%

> **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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[5]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The Effect Size demonstrates that the schools' overall comparative performance is slightly higher than expected.

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[5] The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2014-2015 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	90.1	88	17	14.9	2.1	0.18
6	76.7	88	16	20.9	-4.9	-0.33
7	80.2	76	20	17.2	2.8	0.21
8	78.1	59	37	23.4	13.6	0.79
All	81.6	311	21.2	18.8	2.5	0.16

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

The currently available comparative performance Effect Size data for 2014-2015 show that Rochester Prep did not meet the comparative performance measure. That said, Rochester Prep students scored slightly higher than expected in ELA.

Additional Evidence

Rochester Prep leaders recognize that the school is making small improvements in effect size each year. Rochester Prep is committed to make the necessary improvements to achieve the desired effect size and impact with the students we serve. In the action plan we will outline the plan in place to make those improved results.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12	5	74.2%	85	35.3	44.1	-0.54
2012-13	5,6	85.6%	173	13.3	17.0	-0.31
2013-14			255	14.2	11.9	0.22
2014-15	5-8	81.6%	311	21.2	18.8	0.16

Goal 1: Growth Measure[6]
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 state's unadjusted median growth percentile.

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

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

Results

In 2015-2016 Rochester Prep achieved results that were higher than the Statewide Median in all four grades. Rochester Prep also achieved higher than Median results for the whole school as well as the individual grade levels.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	n/a	50.0
4	n/a	50.0
5	69	50.0
6	70	50.0
7	63	50.0
8	65	50.0
All	**66.8**	50.0

Evaluation

Rochester Prep met the Mean Growth Percentile measure. As a school Rochester Prep bettered the statewide margin by 16.8 percentile points. In each individual grade, Rochester Prep achieved higher results than the statewide median as well.

Summary of the English Language Arts Goal

Rochester Prep fell short of the absolute measure that 75 percent of all tested students enrolled in at least their second year would perform at or above the time adjusted level 3 cut score on the NYS ELA exam. Rochester Prep achieved one of the two comparative goals with the Rochester City School District. Again, while we are not satisfied with the results of our repeating 5th grade students, we do not believe the results for them to be statistically significant.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Achieved
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 2013-14 school district results.)	Did Not Achieve in 14-15
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 state's unadjusted median growth percentile.	Achieved

Action Plan

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

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 plans to continue and further refine its effective strategies for teaching reading and writing.

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 from the previous year's NYS ELA exam, internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback
English 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 that master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

Professional Development
Rochester Prep will continue to strategically plan out its professional development time. This time consists of 4 weeks of dedicated time in school working with returning and incoming teachers to develop their classroom skills before students return to school. Professional development continues on a weekly basis throughout the school year with two hour sessions held every Wednesday. These sessions are led by the school's principal and leadership team and reinforce concepts developed over the summer, while also introducing new teacher skills throughout the weeks.

MATHEMATICS

Goal 1: Mathematics
Students will achieve mastery of skills in Mathematics.

Background

Rochester Prep – West Campus' 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 1: 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 5th through 7th grade in April 2014. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[7]			Total Enrolled
		IEP	ELL	Absent	
4					
5	89	0	0	1	90
6	88	0	0	2	90
7	91	0	0	0	91
8					NA
All	268	0	0	3	271

Results

Below is a table summarizing our results.

Performance on 2015-16 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	Number Tested	Percent	Number Tested
3				
4				
5	18%	89	38%	13
6	39%	87	45%	74
7	46%	91	49%	82
8	N/A	0	N/A	0
All	34.5%	267	46%	169

Evaluation

Rochester Prep West Campus did not exceed the absolute measure of 75% proficient in the performance of its Math program in 2014-2015.

At the 5th grade level, 38% of all students scored proficient or advanced on the state Math test in their first year of enrollment at Rochester Prep.

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[7] 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.

45% of Rochester Prep's 6th grade students in at least their second year at the school were proficient or advanced on the state Math test.

49% of Rochester Prep's 7th grade students in at least their second year at the school were proficient or advanced on the state Math test.

Additional Evidence

Rochester Prep 6th grade students improved in their overall proficiency from 36.9 in 2014-2015 to 46% in 2015-2016.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	0%	3	0%	2	17%	6	38%	13
6	10.3%	68	32.9%	82	44%	71	45%	74
7			28.6%	70	32%	72	49%	82
8					N/A	0	N/A	0
All					36.9%	149	46%	169

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

Results

A table displaying the calculation of Rochester Prep's Performance Level Index for the 2015-16 school year appears below.

Mathematics 2015-16 Performance Level Index (PLI)

Number in	Percent of Students at Each Performance Level			
Cohort	Level 1	Level 2	Level 3	Level 4
267	31	34	23	11

PI	=	34	+	23	+	11	=	68
				23	+	11	=	34
					PLI		=	100

Evaluation

Rochester Prep - West Campus has met the Annual Measurable Objective for the 2015-16 Math results. Rochester Prep's Performance Level Index is 100 which is 6 points higher than the 2015-16 Mathematics AMO of 94.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.[8]

Results

A table displaying the calculation of Rochester Prep's Performance Level Index for the 2015-16 school year appears below.

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[8] Schools can acquire these data when the New York State Education Department releases its Access 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.

2015-16 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3			11%	2163
4			11%	2028
5	38%	13	5%	1621
6	45%	74	7%	1576
7	49%	82	4%	1327
8			1%	1161
All	46%	169	7.2%	9876

Evaluation

Rochester Prep's aggregate proficiency for students tested and in at least their second year was 46% on the New York State Mathematics exam in 2015-16. The comparative aggregate performance of the Rochester City School District was 7.2%. Thus, Rochester Prep outperformed the district by nearly 30 percentage points. In every grade, Rochester Prep students outperformed district students in terms of proficiency.

Additional Evidence

The table below illustrates the comparatively higher levels of Math performance for Rochester Prep students in at least their second year compared to the local district, the Rochester City School District, on aggregate. In all but 5th grade in 2013-14, Rochester students in at least their second year outperformed the local district in Math over the past four years.

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							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						12.7%		11%
4						8.8%		11%
5	0%	6%	0%	8%	17%	7.4%	38%	5%
6	10.3%	5%	32.9%	6%	44%	6.7%	45%	7%
7			28.6%	5%	32%	3.8%	49%	4%
8						0.8%		1%
All					36.90%	7.4%	46%	7.2%

Goal 1: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[9]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2015-16 analysis is not yet available. This report contains <u>2014-15</u>results, the most recent Comparative Performance Analysis available.

Results

In the 2014-15 school year, the Comparative Performance Analysis showed that Rochester Prep performed "Higher than expected to a large degree." Rochester Prep's overall effect size was 0.54, higher than expected performance and above the desired effect size of 0.3.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	90.1	88	30	24.0	6.0	0.34
6	76.7	88	42	27.4	14.6	0.75
7	80.2	76	30	20.7	9.3	0.51
8						
All	82.4	252	34.2	24.2	10.0	0.54

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

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[9] The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2014-15. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

Rochester Prep met the total of the aggregate Effect size of 0.3. The schools effect size for mathematics performance was 0.54.

Additional Evidence

Below is a table summarizing past years' effect sizes.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12	5	74.2%	85	63.5	56.2	0.37
2012-13	5, 6	85.6	172	10.4	18.5	-0.53
2013-14	5-7	100%	254	30.8	17	0.87
2014-15	5-7	82.4	252	34.2	24.2	0.54

Goal 2: Growth Measure[10]
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 state's unadjusted median growth percentile.

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Results

Rochester Prep outperformed the statewide average for Mean Growth Percentile by a significant margin across all grade levels and with a consistent margin of performance per grade. In 6th grade Rochester Prep's score was 28 percent higher than the statewide average.

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

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	60	50.0
6	78	50.0
7	74	50.0
8	0.0	50.0
All	70.7	50.0

Evaluation

Rochester Prep achieved a school wide average of 70.7 for its mean unadjusted growth percentile. This is 20.7 percentile points higher than the statewide average.

Summary of the Mathematics Goal

Rochester Prep fell short of the absolute measure that 75 percent of all tested students enrolled in at least their second year would perform at or above the time adjusted level 3 cut score on the NYS Math exam. Rochester Prep achieved the second absolute goal with regard to the PLI and the AMO. Rochester Prep also met the comparative goals with the Rochester City School District.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

Action Plan

Similar to ELA, Rochester Prep - West Campus is taking several actions to improve its Mathematics performance for its students related to the Common Core, Remediation, Observation & Feedback, and Professional Development.

Common Core
First, beginning in the 2014-15 school year, Rochester Prep no longer separated its Math Procedures and Math Problem Solving classes. Instead, students had a 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. 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.

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 from the previous year's NYS Math exam, internal interim assessments, and daily classroom assessments (called "Exit Tickets").   We are also instituting 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 that master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

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

Professional Development
Rochester Prep will continue to strategically plan out its professional development time. The PD time consists of 3.5 weeks in the summer and weekly, 2 hour PD meetings throughout the year. In the 2015-2016 school year there was a greater focus on strategic planning- spending more time on the scope and sequence, unit planning, and lesson planning.

SCIENCE

Goal 3: Science
Students will demonstrate mastery of skill and knowledge in Science.

Background

Rochester Prep - West Campus did not have grade 4 for the 2015-2016 school year, so there are no results to measure or compare.

Goal 3: 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 science examination.

Method

The school did not administer the New York State Testing Program science assessment to students in 4th or 8th grade in spring 2016. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

This is not applicable in 2015-2016.

Charter School Performance on 2015-16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a

Evaluation

This is not applicable .

Additional Evidence

This is not applicable.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

This is not applicable.

2015-16 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	
	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a

Evaluation

This is not applicable.

Additional Evidence

This is not applicable.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a

Summary of the Science Goal

This is not applicable.

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
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 local school district.	N/A

Action Plan

This is not applicable.

NCLB

Goal 4: NCLB
Under the state's NCLB accountability system, the schools' Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Under the state's NCLB accountability system, Rochester Prep was deemed to be in "Good Standing."

Evaluation

This goal has been achieved.

Additional Evidence

Rochester Prep has been deemed to be in "Good Standing" under NCLB for every year since it was established in the 2011-2012 school year.

NCLB Status by Year

Year	Status
2010-11	NA
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

Additional Evidence

HIGH SCHOOLS: SUBJECT AREA MEASURES

Our 8th grade class in 2015-2016 took the Algebra 1 Common Core Regents and the Living Environment Regents. Below are the results of our passing rates (49% for Algebra I and 81% for Living Environment). We believe these results further exhibit strength in Mathematics and Science.

Cohort Passing Rate by Regents Mathematics Exam – Algebra I

Score	8th Grade	% Passing in 8th Grade
65+	35	**62.5%**
0-64	21	37.5%
Total Students	56	

Cohort Passing Rate by Regents Science Exam – Living Environment

Score	8th Grade	% Passing in 8th Grade
65+	42	**75%**
0-64	14	25%
Total Students	56	